Liliana Ciascai Iuliana Zsoldos-Marchiș

Intercultural and Media Education

Second edition



Presa Universitară Clujeană

Liliana Ciascai, Iuliana Zsoldos-Marchis

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Second Edition

Dedicated to our families.

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Content

Preface

In the 21st century, media literacy and intercultural competence are two key competences necessary for a successful adult life. Media is everywhere we turn, on TV, radio, Internet, our smartphones and tablets. It is present even in children's life from a very early age. Thus, media literacy is important in order to be able to read media messages successfully, to avoid being manipulated by media messages. Nowadays, multicultural society is a reality due to historical events or to emigration. A multicultural society leads to the coexistence of different traditions, mentalities, habits, which highlight the importance of developing intercultural competences for peaceful collaboration between people of different cultural and religious backgrounds.

The aim of this book is to introduce teachers into Media and Intercultural Education, giving them a theoretical background and practical methodology.

The target groups of this book are represented by the pre-service and in-service teachers and teacher trainers. Teachers can use this book to enrich their knowledge of Media Education and Intercultural Education, to get some ideas on how to integrate these in their teaching practice. Teacher trainers can use the book as a support for their training courses in Media Education and/or in Intercultural Education.

The book contains six chapters. Each chapter has several of subchapters, which despite being considered as separate entities are built on the previous subchapters. Each subchapter contains a theoretical background with exercises and a practical part with examples of activities for the teacher-training course and/or for the classroom. Most of these activities can be used in the classroom, and all of them can be included in teacher training courses.

The first three chapters are written by Iuliana Zsoldos-Marchis, and they deal with issues from Media Education. These chapters focus on developing reading, visual, and media literacy. The last three chapters are written by Liliana Ciascai, and they focus on topics in intercultural education: culture and cultural diversity, intercultural competence, and intercultural education.

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The authors

1.
Media Literacy. Media Education



Agneiszka Wiglasz
Lesko, Poland

won 5th place in 2007

1.1. Reading literacy

Reading literacy is very important for successful school learning (Daneman, 1991; Holloway, 1999) and it is an important prerequisite for a successful adult life (Smith et al., 2000). Thus, one of the main educational goals of school education is developing pupils' reading literacy.

Definition of reading literacy. According to PISA, reading literacy is "an individual's capacity to understand, use, reflect on and engage with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society" (OECD, 2013, p. 17). According to PIRLS, reading literacy is "the ability to understand and use those written language forms required by society and/or valued by the individual" (Mullis et al., 2009, p. 11). These definitions view reading as a constructive and interactive process.

One of the most important components of reading literacy is text comprehension. Processes of comprehension tested on PIRLS are the following: retrieve explicitly stated information, make straightforward inferences; interpret and integrate ideas and information; examine and evaluate content, language, and textual elements (Mullis et al., 2009). When retrieving information, pupils have to be able to identify relevant information for a specific goal of reading, to search for definitions of words or phrases, to identify the setting of a story (e.g., time, place, key persons), to find the main idea of a paragraph. As regarding making straightforward inferences, pupils have to be able to formulate conclusions from a series of arguments, to see the relations between different events and characters, to identify generalizations made in the text, to determine the reference of a pronoun. When interpreting and integrating ideas and information, pupils formulate the overall message of the text, compare information, feel the mood of the story. When examining and evaluating content, language and textual elements, pupils have to be able to evaluate whether the event could have happened in real life, and to determine the author's perspective. PISA evaluation focuses on "accessing and retrieving information, forming a broad general understanding of the text, interpreting it, reflecting on its contents, and reflecting on its form and features" (OECD, 2013, p. 18).

Factors influencing reading literacy. There are factors that influence the reading process, helping comprehension and construction of meaning. Working memory is very important in the reading process (Daneman, 1991). Working memory is an active, short-term memory which helps to store several words or phrases. Skilled readers have larger working memory (Danemar & Carpenter, 1980). Metacognition is also important for a skilled reader (Baker & Brown, 1984). Metacognitive processes help readers to analyze and evaluate their understanding and adjust their approach (Kintsch & Kintsch, 2005). Readers' previous knowledge and experiences also help in constructing the meaning (Galda & Beach, 2001). Motivation helps the reader to have better achievements (Wigfield & Guthrie, 1997; Meyer & Rose, 1998). Motivation can be increased by providing interesting texts, giving students the possibility to choose their reading, as well as by offering rewards (Guthrie et al., 2006; Miller & Faircloth, 2009).

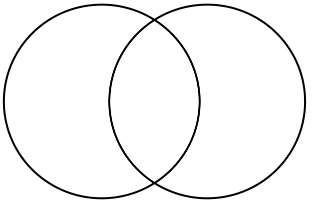
Reading literacy and different school subjects. Reading literacy can be developed not only in language classes, but in all classes pupils/students attend. It is an important

competence even for subjects considered to be dealing with numbers and symbols, such as Mathematics, Physics, and Chemistry. When solving problems related to these subjects, the text comprehension step is very important. Pupils/students should read and understand the problem, identify the context of the problem, rephrase the problem with their own words, extract the given data and the requirements of the problem, and translate them into symbolic language (symbols, equations, diagrams, etc.), using knowledge from Mathematics, Physics, or Chemistry. After solving the problem, pupils/students should formulate the answer in the problem context.

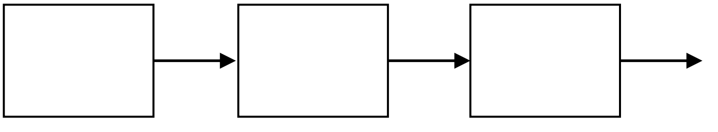
Graphic organizers. When reading different kinds of texts, organizing the information extracted from the text is useful. For this purpose, we can use different graphic organizers.

Venn-diagram: It helps when we want to compare information obtained from different sources or when we want to compare two characters, two places, two events.

We use two intersecting sets, and write the common information/elements in the intersection.



- *Storyboard:* It is used to present the chain of events from a story (fairy tale, novel, etc.)



Drama pedagogy for developing reading literacy

Drama pedagogy is a collection of drama-based teaching and learning strategies (Lee et al., 2014), which can help students to have a better understanding of the content they learn or to develop different skills. Combining literacy with drama offers a new way of teaching and learning (Tanner, 2012). Drama pedagogy can help students improve their reading comprehension, writing and speaking skills, it enriches their vocabulary and improves critical thinking (Crumpler et al., 2006; Keehn et al., 2008; Rothwell, 2011).

So, drama pedagogy can be used to develop reading literacy. For example, after reading a story students, in groups, write the script of the story/selected part of the story and perform it in front of the class.

Activity 1: Reading and writing a story

Target group: pupils from the last two years of primary and first two years of secondary school (age 9-12).

Focus: Understanding and reflecting on a written text.

Objectives:

- to retrieve explicitly stated information;
- to make straightforward inferences;
- to examine and evaluate content, language, and textual elements;
- to be conscious about the importance of the chronological order of the events from a story;
- to write a story.

Time: 50 minutes

Resources: a children's story selected by the trainer (preferably, a story unknown for the participants); copies of the story for each participant; cards with a characters of the children story, one for each participant (5-6 characters, so more participants get the same character; these cards will facilitate the formation of groups during the activity); set of pictures about the key moments of the story for each group of four participants; problem sheet related with the processed text; copies of the problem sheet, one for each participant.

Steps of the activity:

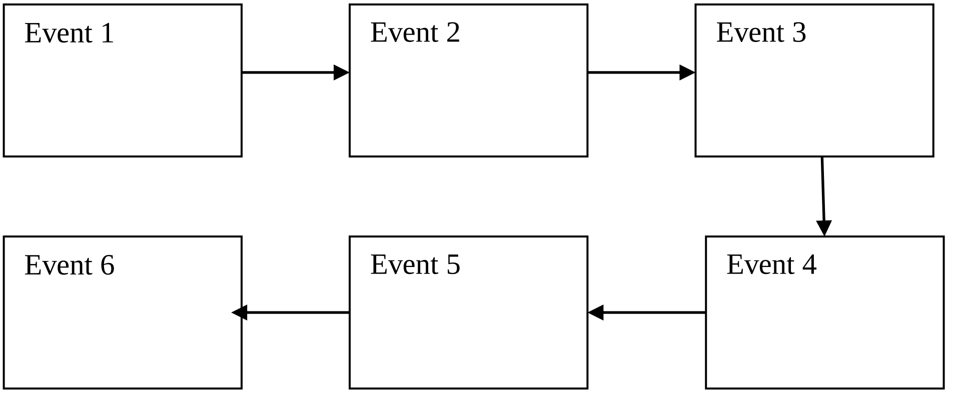
- Each participant gets a card with a character of the story. Each participant writes a short characterization of the character they got. They write this characterization based on the image from the card, as the story, preferably is unknown for them.
- The trainer divides the story in connected parts, reads the first part of the story, and then asks the participants to answer the question "What will happen next?". Each participant writes down the answer, then, the trainer asks some of them to tell the answer. Then, the trainer reads the next part of the story, and the participants anticipate the continuation, and so on with all the parts.
- All the participants get a problem sheet with questions related to the story: some of the questions require remembering explicitly stated information, other questions making connections between different ideas of the story, drawing conclusions, evaluating the content. They solve the problem sheet, then, they get the printed version of the story. The participants search for the answers which they couldn't give or they were unsure of and fill in the problem sheet with a different color.
- Whole class discussion about the answers from the problem sheet.
- Participants form groups of four (participants getting a card with the same character will form a group). In their groups participants compare their characterization with of the character from the story. They discuss about how people are judged after their appearance.
- Each group writes a storyboard of the story with the most important events/important moments of the story using a graphic organizer as presented below. They should give a title for each event/important moment of the story and describe it with a short text or a picture.

- Each group gets a set of pictures about the key moments of the story. They order these pictures in a random way (for example, they shift the pictures as cards, then put on the table the pictures in the order they occur), then write a story based on those moments. Each group reads their story to the class.

Evaluation/Reflection:

- Each group selects the story they like most and motivate their selection.
- Reflection about the importance of the chronological order of the events from a story.

Storyboard



Activity 2: Reading and writing scientific text

Target group: pupils of the last two years of primary school and first two years of secondary school (age 9-12).

Focus: Understanding a scientific text.

Objectives:

- to retrieve explicitly stated information;
- to make straightforward inferences;
- to understand a scientific text;
- to learn new notions from a school subject;
- to write a story.

Time: 50 minutes

Resources: the text of the Science lesson edited by the trainer (for example, for primary school pupils could be a Science lesson, such as "The Solar system", "Water", etc., for secondary school pupils a Biology, Physics or Chemistry lesson); copies of the lesson, one for each participant.

Steps of the activity:

- The trainer shows 5 pictures related to the topic of the lesson. The participants have to guess the topic of the lesson.
- Each participant writes a topic related question about what they want to learn the most.
- Each participant gets the printed version of the lesson and two text-markers, a red and a green one. They read the lesson, and mark the new information/ideas with green and with red the information/ideas which they knew incorrectly.
- Participants form groups of four, and discuss the lesson. They formulate questions related to what they didn't understand or want to know more about, and make a list of the words from the text which they don't know or whose meaning they are unsure of.
- Each group passes the questions to another group. They try to answer these questions and return the answers. Then, all the questions and answers are discussed with the whole class.
- On a sheet of paper each group write what else they would like to find out about the studied topic and give it to the trainer. The trainer prepares a material for the next session based on these questions.
- Whole class discussion about the words which the participants didn't understand from the lesson. A short list of the more important scientific terms is written down by the class.
- The trainer gives 5 scientific terms from the lesson to each group. They have to formulate a piece of news using those words. Each group reads the news they have written.

Evaluation/Reflection:

- Each participant checks the question they have formulated at the beginning of the activity and conclude whether they have got an answer to that question. If not, they get the opportunity to ask it.
- Each participant writes 5 ideas they have learnt during this activity.

1.2. Visual literacy

Definition of visual literacy. Visual literacy is "the ability to construct meaning from visual images" (Giorgis et al., 1999, p. 146), "the ability to 'read,' interpret, and understand information presented in pictorial or graphic images" (Wileman, 1993, 114), "the learned ability to interpret visual messages accurately and to create such messages" (Heinich et al., 1999, p. 64).

Analyzing these definitions, we could observe that visual literacy is not only reading and understanding visual images, it is something more. It also involves critical thinking and creativity. A visually literate person should be able to critically analyze visual images and their message, and also to create message using visual elements. Examining the social impact of an image and being aware about the manipulative uses of images are also important skills of visual literacy (Bamford, 2003). Thus, developing students' critical thinking related to images, enriching their vocabulary, and developing their writing skills is important in order to be able to speak and write about images. Students should be taught how to take and edit photos, and they should be encouraged to critically analyze images (Bamford, 2003).

Developing visual literacy starts even before preschool, before the child can walk and talk (Ashley, Gukeisen & Hemmings-Jones, 2013). A basic visual literacy skill is being able to identify the elements and the subject of an image (Thibault & Walbert, n. d.), such as identify what they see in a picture from a storybook. A higher level skill is understanding the use of color and shape in order to create or highlight meaning. Observational skills are important even for this level of visual literacy. A higher level visual literacy skill is to interpret and analyze what the author is trying to say and how the author conveys the meaning. Understanding what we see and identifying visual relationships require critical thinking (Thibault & Walbert, n. d.).

Visual literacy skills and abilities

Ashley, Gukeisen, Hemmings-Jones (2013) enumerated the following visual literacy skills:

- Find and access images effectively and efficiently.
- Design, create and produce visual media.
- Interpret and analyze the meanings of visual media.
- Use images and visuals to effectively communicate ideas and information.
- Evaluate the media's purpose, message, potential effect on society, authenticity and relevance.

Avgerinou and Ericson (1999) and Avgerinou (2001) highlighted 11 **abilities of visual literacy**: visualization, critical viewing, visual reasoning, visual discrimination, visual thinking, visual association, visual reconstruction, constructing meaning, re-constructing meaning, knowledge of visual vocabulary and definitions, and knowledge of visual conventions.

Developing visual literacy. For developing visual literacy paintings, photos, graphic images, comic books, picture books, collage of photos, cover pages of books or magazines, posters, packaging of different products, etc. could be used:

Activity 1: Writing the dialog in a comic cartoon

Target group: pupils of the last two years of primary school and first two years of secondary school (age 9-12).

Focus: Body language of persons appearing in an image.

Objectives:

- to read images;
- to write dialogs;
- to read the emotions of a person based on his/her face mimics;
- to read the emotions and the activity of a person based on his/her body language such as facial expressions and body posture;
- to be conscious that the same set of images could have a different meaning and message for different persons.

Time: 50 minutes

Resources: cards with emoticons, one for each participant, every emoticon being on four cards; a comic cartoon selected by the trainer; copies of the comic cartoon without text in the bubbles, one for each participant; a photo camera and a computer for each group of four participants.

Steps of the activity:

- Each participant gets a card with an emoticon, four participants getting the same emoticon and forming a group.
- Brainstorming about the advantages and disadvantages of using emoticons in online communication. The trainer divides the whiteboard in two and writes the advantages in one column and in the other one the disadvantages enumerated by the participants.
- Each group takes six photos containing faces expressing different emotions. They copy the photos on the computer and write on a piece of paper the emotion they think each photo represents.
- Three persons from each group move to the next group, watch the photos and guess the emotions presented in them. The participant remaining in his/her group compares their guesses with the opinion of the group who took the photos. They discuss possible differences.
- Each participant gets a comic cartoon without words. They write the dialog then compare the four dialogs written in the group. They discuss possible differences.
- Whole class discussion related to what differences the groups observed during the activity and why these differences occurred.

Evaluation/Reflection:

- The work of each participant is evaluated by the group when they compare their dialogs from the comic cartoons.
- Reflection on how different persons interpret body language differently.

Activity 2: Imagining the place presented in a photo

Target group: school pupils of the last two years of primary school, secondary school pupils (age 9-15).

Focus: Expressing the feelings induced by a place in a photo.

Objectives:

- to interpret a photo;
- to be conscious that the same photo could evoke various emotions for different people.

Time: 30 minutes

Resources: well selected photos of a place (for example, a landscape, an old village, etc.), one for each participant, the same photo for four participants; A3 paper sheets and paper glue for each group.

Steps of the activity:

- The trainer sets four different locations (for example, seaside, high mountains with rocky landscape, forest, old village, etc.) for the four corners of the classroom. He/she asks participants to choose the corner in which they want to be. Each participant tells the others why he/she likes to be in that specific corner.
- Each participant gets a photo and they imagine that they are in the place presented in the photo. They write a short composition describing their walk in the place presented in the photo, including the description of what they see and how they feel about it.
- Participants form groups of four based on the photos they got. They compare their compositions and discuss the similarities and differences. They stick the photo to an A3 paper sheet and write some keywords from the compositions written by the group members in a table with two columns: in the first column those keywords, which are present in all four compositions; in the second column those keywords which are present in only 1 or 2 compositions.
- The work of each group is displayed in the classroom. Groups walk around and read the work of each group. They complete the list with three keywords written outside the table expressing their feelings about the place in the photo.

Evaluation/Reflection:

- Each participant’s composition is evaluated by the group.
- Reflection on how a place presented in a photo could invoke different feelings in different persons.

1.3. Cineliteracy

Definition of cineliteracy. Cineliteracy is a set of skills which is required for understanding and appreciation of moving images both intellectually and emotionally (Pollmüller & Sercombe, 2011).

While teaching/learning about moving images, pupils/students should become aware that (based on the guide published by the British Film Institute (2013)):

- A moving image text is usually produced for a well-defined audience.
- The genre of the moving image is important, as the meaning changes when translated in different forms.
- The title sequence of a moving image is important in order to sell it to the audience.
- The order of the shots is important; changing order could change the meaning.
- Sound can change the way we see the moving image sequence.
- Silence could have a powerful effect.
- Moving images can be promoted in many ways using different media.
- Audience responses are measured and the results are used for future marketing reasons and when producing new moving images.

Developing cineliteracy. Teaching methods which can be used for developing cineliteracy (based on the guide published by the British Film Institute (2013)):

- **Freeze frame:** The trainer stops the moving image in a given moment and students analyze the frozen image: what they see in the image, how the elements of the image are positioned, what is the distance of the camera from the subject, etc.
- **Generic translation:**
    - Students ‘translate’ a moving image into printed text. For example, they write an item of newspaper news based on TV news, a newspaper article based on a TV reportage, a fairy tale based on an animated film, etc.
    - Students translate the printed text into moving images. First, they have to write the script or the storyboard then, they can even make the moving image text.
    - The trainer shows two different moving image versions of the same literary text. Students compare them as regarding visual and sound representation, casting, etc.
- **Sound and image:** Students listen to the sound of a moving image without seeing the images, they identify the sounds they hear, and try to guess the content of the images. After watching the moving image, they discuss how image and sound affect each other.
- **Attracting audience:**
    - Students try to find out how a given moving image was advertised in the media. For example, they search for posters, TV ads, newspaper articles, etc. related to the given moving image.
    - Students promote a moving image to another audience, not the audience targeted by the producer. (For example, they promote an animated film produced for children to adults).

Activity 1: Written text and moving images of the same narration

Focus: Differences between the written text and moving images of the same narrative.

Target group: Pupils of the last year of primary school and first three years of secondary school / pupils of the last year of secondary school and high school pupils.

Objectives:

- To identify similarities and differences between the written narration (fairy tale/novel) and the moving images (animated film/film).
- To discover the reasons why differences between the written narration and the moving images occur.
- To translate a story from moving images into written narration.

Time: 50 minutes / 100 minutes (depending of the length of the film used)

Resources: a fairy tale which also has animated version (preferably one which is not so well-known to the participants) / a novel which also has film version (preferably not so well-known to the participants); computer with headset for each participant.

Steps of the activity:

- The trainer reads the fairy tale/novel to the participants.
- For younger pupils: The trainer chooses a place from the fairy tale (castle, magic wood, etc. – a place which is present in the animated version of the fairy tale as well) and asks the participants to draw the picture of that place.

For older pupils: The trainer chooses a character from the novel and asks the participants to write a short description of that character. This characterization should include physical features, too.

- The participants watch the animated film / film based on the fairy tale / novel read.
- For younger pupils: Each participant compares his/her drawing with the place presented in the animated film and answers the following questions:

  Which are the similarities and differences between their way of seeing the chosen place and the way the author of the animated film sees it?

  Why the identified differences occur? (For example, there are details about the place given in the fairy tale; other details are missing, so everybody could imagine those ones differently.)

For older pupils: Each participant compares the physical features of the character from the novel with those of the actor from the film, and they answer the following questions:

  Which are the similarities and differences between their way of imagining the character based on the written narration and the way the character is presented in the film?

  Why the identified differences occur? (For example, there were some hints in the written text which made them imagine some physical features.)

- The participants form groups of 4 and discuss the similarities and differences between the fairy tale/novel and the animated film/film.

- The trainer selects and presents a short section of the animated film/film. Each participant writes the story based on the moving images watching again, individually, the short section, if necessary. In each group participants compare their stories.

Evaluation/Reflection:

- The stories written by each participant are evaluated by the group.
- Reflection about why differences between the written text and the moving images of the same narration occur.

1.4. Media literacy

Messages are those instruments that deliver information to us.
Messages are composed of two kinds of information:

- factual information: discrete bits of information, something unprocessed, context free;
- social information: accepted beliefs, rules etc.

Media are the technological means of disseminating messages.
According to the audience addressed, the media can be classified in

- mass: TV shows, newspapers, radio shows, e-mail sent to all the users etc.;
- non-mass: film made about an event in a family, e-mail sent to a friend, pictures made about your trip, etc.

According to the technological means of disseminating messages, the media can be classified in

- printed media: books, newspapers, etc.;
- electronic media: radio, film, television, etc.

The mass media presents three general types of messages: news, entertainment and advertisement. Mass media have a powerful role in promoting some ideas, and in some cases it is used to manipulate masses.

Over the years, media educators have identified five ideas that everyone should know about media messages (Davis, 1990):
1. *All media messages are "constructed".* Media messages are made by people, so they reflect the points of view of different people.
2. *Media messages are constructed using a creative language with its own rules.* Media uses a different language from everyday life language. The best way to understand how the language and message of media are constructed, is to create your own media, for example a video, a photo, a website.
3. *Different people experience the same media message differently.* Because of differences in age, education, and upbringing, two people see a movie or hear a song in different ways. (Hobbs, 1995).
4. *Media are primarily business and profit oriented driven by a profit motive.* Newspapers have devoted space for ads, commercials are integrated part of TV programs.
5. *Media have embedded values and points of view.* Media, because they are constructed, contain embedded subtext concerning who and what is important at least for the person or persons creating the construction.

Perspectives are important in reading the message of a media. Potter (2005) gave a very good example on perspective. While walking in a forest you see the trees, flowers, maybe animals. If you build a tower in the middle of the forest, you will have another perspective: you will see the lands around the forest, maybe a village near the forest, but details such as flowers, bugs, etc. will not be seen. If you sit in a plane, fly over that forest, and look out of the window, you will see a very wide perspective, maybe even more forests, villages, rivers, lands etc.

Exercise 1. Give an example of a situation, which seen from different perspectives, could have a different message.

Border between the real world and the media world

Sometimes it is difficult to draw a border between the real world and the media world. For example, when listening to news, it is difficult to decide if they are real or not. We could be 100% sure that the news is real only if we were present at that event, so we could be sure that it happened in our real world. While listening to the news on TV or radio, we experience the news in the media world, and thus the event could be distorted.

Exercise 2. Choose internationally known news and search the Internet for different newspapers writing about that. Compare at least three articles about that news. Are the facts presented in the same way?

In many cases newspapers, radio or TV stations prefer to present more "bad" news than "good" news in order to increase the audience.

Exercise 3. Watch the news on a commercial television and count, how many "good" items of news and how many "bad" items of news they present. Compare the numbers.
What do you prefer to watch, "good" news or "bad" news?

Media literacy

Media literacy is a set of abilities such as: the ability to interpret and create personal meaning from the verbal and visual symbols that influence us through television, radio, computers, newspapers and magazines and advertisement; the ability to choose and select; the ability to challenge and question (Thomas). It is "the ability to access, analyze, evaluate, and communicate messages in a variety of forms" (Kubey, 1997, p. 2), "a set of perspectives that we actively use to expose ourselves to the media to interpret the meaning of the message we encounter" (Potter, 2005, p. 19). Media literacy is "the ability to access, understand and create communications in a variety of contexts." (Ofcom, 2010, p. 1).
The media-literate person is "capable recipient and creator of content, understanding sociopolitical context, and using codes and representational systems effectively to live responsibly in society and the world at large" (International Encyclopedia of the Social & Behavioral Sciences, 2001), he/she "can decode, evaluate, analyze, and produce both print and electronic media" (Aufderheide, Firestone, 1993, p. 1).

Potter (2005) has identified four **dimensions of media literacy**: cognitive, emotional, aesthetical, and moral dimensions.

- The *cognitive dimension* is related to factual information (dates, names, definitions, words and images, etc.). It deals with the intellectual processing of the information presented in media: understanding the meaning of the words or images, accessing different media (for example, digital skills, library search skills, and skills to use media devices).
- The *emotional dimension* deals with the feelings created by media messages.
- The *aesthetical dimension* is related to interpreting media content from an artistic, aesthetical point of view. It includes information about style; the ability to detect artifact, etc.

- The *moral dimension* includes information about values.

Potter (2004) suggests the following primary **skills** that are important for media literacy: analysis, evaluation, induction, deduction, synthesis, and abstracting. These skills are not exclusive only for media literacy, as they are present even in everyday life in different forms. A media literate person is able to use these skills in media related context.

Analysis	“breaking down a message into meaningful elements” (Potter, 2008, p. 16)
Evaluation	judging the value of an element by comparing it with a given standard
Grouping	determining which elements are similar and which are different based on given criteria
Induction	interfering a pattern across a small set of elements, then generalizing the pattern to all elements in the set
Deduction	using general principles to explain particular cases
Synthesis	assembling elements into new structures
Abstracting	creating a brief description to present the essence of a message

Van Deursen and Van Dijk (2009) proposed the following grouping of media literacy skills: operational, formal, information, and strategic skills.

- *Operational skills* are reading, writing, watching, listening, recording, editing, and hardware and software operating.
- *Formal skills* are related with understanding and possible editing of text, audiovisual, and computers.
- *Information skills* are searching, selecting and evaluating information from a text, audiovisual materials, and the Internet.
- *Strategic skills* are orienting and deciding based on information from different media to reach a goal.

Activity 1: Reading news

Focus: All media messages are "constructed".

Objectives:

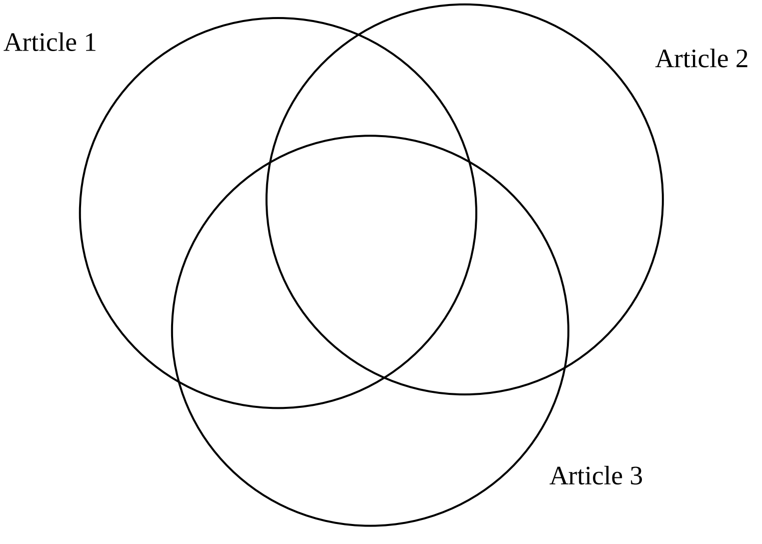
- to search for information in newspapers;
- to discriminate false or manipulated information;
- to be conscious that the same event can be experienced differently by different persons.

Time: 50 minutes

Resources: an event selected by the trainer for each group of four; cards with the event (one for each participant, so each event will be written on four cards); computer network with Internet connection

Steps of the activity:

- Each participant draws a card. Participants work individually. They search the Internet for articles related with the event they got and they select three articles. They analyze these articles completing a Venn-diagram.



- Participants from a group who got the same event compare their Venn-diagrams and summarize which information and details about the event are the same in all newspaper articles they have read, and which information is different. They try to find the reasons why some of the information and details are different in different articles. (For example, numbers, as number of participants, number of victims, etc. could differ; the given reason or a positive/negative evaluation of an event could differ depending on the political party/religion/nation of the writer or of the newspaper owner, etc.)
- Participants discuss, with the guidance of the trainer, how to find the trustworthy sources on the Internet, how to avoid using incorrect information from the Internet.
- Each group is divided in two, and the two pairs write a diary of a person being present at that event. If possible, the two pairs chose two persons who saw the event from two

different perspectives (for example, if it is a religious event, one person belongs to the religion which organized the event, the other person is of a different religion; if it is a conflict between two different nations, the two persons belong to different nations, etc.). The pairs compare their diary and find the similarities and differences.

- The participants discuss how an event can be presented from different points of view (for example: a religious event could be presented from different perspectives by authors belonging to that religion or by others with different religion; an event which affects more countries can be presented from different perspectives by journalists from each country involved, etc.)

Evaluation/Reflection:

- The Venn-diagrams made by each participant based on reading three newspaper articles are evaluated by the group when they compare their Venn-diagrams.
- The diaries written by each pair are evaluated by the group when the two pairs from the group compare their diaries.
- Reflection about how careful one should be when believing something published on the Internet.
- Reflection on how an event can be presented from different perspectives by different persons.

Activity 2: Creating posters for an event

Focus: The impact of a poster.

Target group: Pupils of the last two years of primary school and secondary school pupils.

Objectives:

- to be able to create a poster promoting an event;
- to develop creativity;
- to raise the awareness that posters intend to influence the audience;
- to develop manual dexterity;
- to develop communication skills.

Time: 50 minutes

Resources: different magazines (to cut out images, texts, etc.), colored paper, scissors (one for each group of 4), paper glue (one for each group of 4), A3 paper (one for each group of 4), posters promoting different events, laptop, overhead projector, green and red A4 papers.

Steps of the activity:

- The trainer shows posters promoting different events.
- Whole class discussion about poster content, the way they try to captivate the curiosity of the audience to attend the promoted event.
- The participants form groups of 4. Each team selects an event and makes a poster promoting that event. To make the poster, they use text and images cut out from magazines, and different forms cut out from colored papers. They minimize the use of handwritten text and handmade drawings.
- The poster of each group is displayed in the classroom, and next to each poster a green and a red A4 paper sheet is placed. Each group visits each poster and writes comments about the poster: the aspects they like on the poster are written on the green paper; suggestions for improvement are written on the red paper.
- Each group selects the poster which convinced them the most, and explains which elements influenced them when choosing the poster.

- Whole class discussion about how posters influence the audience.

1.5. Media education

Media Education is the process of teaching and learning about the media. The outcome is media literacy. Media education aims at developing critical thinking, critical understanding, and active participation. (Buckingam, 2003)

Media education approaches

Duncan (1989) has presented two approaches to Media Education.

- *The inquiry model.* This model is "a structured framework" that will help students to stimulate open questioning and encourages students to be intellectually curious about the media:

  Who created this message?
  Why has the message been created?
  Who is the target audience (and how do you know)?
  What is this about (and what makes you think that)?
  What techniques are used? etc.

  This model is appropriate especially for the introduction of media-literacy activities in the classroom.
- *The model based on critical teaching strategies.* This model requires that students make important critical choices:

  What information is the most important for the given argument?
  What might be left out?
  What do I think about this subject?
  How did I arrive at what I think? etc.

  Regarding media education these questions could be formulated as:

  How can different people understand this message differently?
  What is my interpretation of this and what do I learn about myself from my reaction or interpretation?

In media education the teacher should create situations in which students can make their own judgment, develop the ability to analyze those judgments, and take responsibility for their thinking. (Masterman, 1985)

Lee (2010) enumerated five different media education approaches:

- *Approach of inoculation:* Media is considered to have negative influence; in this view the role of media education is to limit the damage mass media imposed on the society.
- *Critical analytical approach:* Media is considered to be manipulative, the aim of media education is to teach young people to deconstruct the hidden ideology of media messages.
- *Creative media approach:* Based on this approach media literacy is developed through media production, because students become aware of how reality could be changed/distorted during the production process.
- *The social participatory approach:* In the view of this approach the main goal of media education is to develop students' ability to participate in the construction of a democratic media system.

- *Media fun approach:* This approach sees media as being creative, interesting, and media education in this view encourages enjoyment of the media.

What media education is NOT?

Media education SHOULD NOT (Masterman, 1985):

- degenerate into accumulation of facts, knowledge and information about media;
- consist of practical work without precise purpose, only to keep students occupied;
- involve reproduction of teacher's ideas by the students.

Media education SHOULD NOT present media as (Masterman, 1985):

- an agent of cultural decline;
- popular art;
- an aid of disseminating knowledge and experiences;
- an agent of communication.

Media education IS NOT the same with *Media studies*. The main goal of Media studies is presenting the content and history of different media, analyzing the artistic style and aesthetic forms, studying the social impact of media.

Also, Media education IS NOT *use of media in Education*. When using media in teaching different subjects we do not emphasize the media product we use, we do not analyze that product from media's point of view, we do not discuss the message of that media, etc.

A Media education lesson SHOULD NOT be an *Information and Communication Technology (ICT)* lesson. During Media education some ICT knowledge should be taught in order to facilitate creation of different media products. Teaching ICT is not the goal of Media education. Many Media education activities can be performed without using computers. But Media education can be done during ICT classes. See the example in the end of this section.

Exercise 1.
Choose an educational film and describe how it can be used for the following purposes: Media education, Media studies, and use of media in Education. Plan an activity for each of these three purposes!

Practical work has an important role in media education. Practical work is any activity, which involves constructing messages using images, film, and sound (Hart, 1991).

While using practical work in media education, the following three principles should be taken into consideration (Masterman, 1985):

- the process of the production is more important than the final product itself;
- theory, analysis, and practical work should be inter-related;
- practical work is about constructing and producing, but not reproducing. Students' work does not need to be on the standard of the media produced by a television or production house, and the technological limitations should be taken into account.
- the technical part only helps production, it is not the main part.

Exercise 2.
Make a list with the technical equipment available in your school for producing different media. What media can you produce using that equipment?

Media education can be a stand-alone school discipline, but also can be included in many school subjects, where different types of texts, still or moving images are used. For example, it can be well integrated in Language, History, Geography or Arts classes. Media education can also be done during ICT lessons (see Activity 1).

Exercise 3.
Think about how you can introduce Media education in the subject that you teach: Give examples of different topics in which you can introduce Media education moment!. Choose a topic and write the plan of the lesson introducing Media education moments!

Activity 1: Media education during ICT lesson

Focus: Integration of Media education in different school subjects.

Target group: high-school pupils.

Objectives:

- to be able to create an advertisement in the form of a poster;
- to be able to use a text or graphical editing program on the computer;
- to develop creativity;
- to be aware that advertisements are meant to influence the audience;
- to identify some elements which can be used to capture the audience's attention with a poster.

Time: 50 minutes

Resources: advertisements in the form of posters, computer network with internet connection, a computer for each pair of participants, computer connected to projector, an online Google form for evaluating a poster.

Steps of the activity:

- The trainer shows advertisements in the form of posters. Each participant answers the following questions in case of each poster:

  What kind of information does it contain?
  How does it try to convince the audience to buy the advertised product?
  Which elements attract the audience's attention?

- The trainer teaches participants how to use an editing program on the computer which can be used for creating posters. The trainer shows the most important features of the program on his/her computer using a projector. In pairs participants follow the explanations and try on their computer.
- Each pair selects a product and creates a poster which advertises that product.
- The trainer projects each poster and participants evaluate each poster using the online available Google form. The questions are the following:

  How convincing is the advertisement? Evaluate on a scale from 1 to 5.
  Which elements contribute the most to convincing the audience?
  What technical solution do you find interesting? (if any)

- The trainer downloads the excel file with participants' evaluation and calculates the average of each poster. The participants watch the three most convincing posters again.
- Whole class discussion about what elements participants used in order to convince the audience about the usefulness of their product.
- Each pair can check the evaluation of their poster in the Excel file.

Evaluation/Reflection:

- The advertisement made by each pair is evaluated by the whole class.
- Reflection on how advertisements are meant to influence the audience.

2.
Developing visual literacy



Alexandra Denisa
Timişoara, Romania

Finalist in 2008

2.1. Reading a photo

The ability to analyze photos and read their message is among the main skills of a media literate person.

In the following we present the steps of analyzing a photo and the possible questions to ask and to answer in each step (Burke, 2000; Shaw, 2016; http://small.library.virginia.edu/collections/featured/jackson-davis-collection-of-african-american-educational-photographs/related-resources/classroom-resources/photo-detectives-activity/)

Step 1. Describing the photo

This description/presentation of the photo is based on questions:

- Where is the location?
- In a landscape image: What is the terrain like? Mountainous, hills, or flat? What kind of vegetation is there? Is there any source of water? Lake, river, brook?
- In a picture presenting a settlement: Rural or urban? How is the architecture of buildings?
- Who are the people portrayed? What are the people in the photograph doing?
- Which colors are the most important in the photo?
- Which elements of the photo are the most important?
- Where was the photographer positioned when the picture was taken?
- What is the general atmosphere like?

Exercise 1. Study the following photo and answer the questions from the table below:



Question	Your answer	Why do you think that?
In which country was the photo taken?		
Who are the people portrayed?		

Where was the photographer positioned when the picture was taken?		
What is the general atmosphere like?		

Step 2. Analyzing the photo

In this step we observe the photo taking more details into account. We could use the following questions.

a) Find some indicia necessary to identify the source of photo and the author:

- Where was the photo taken?
- Who was the photographer?

b) Find some features, characteristics concerning the place and time the photo was taken:

- What objects can you identify in the picture? With which time period are those objects associated?
- Do you see a building or landmark, which can be identified? What distinguishing characteristics of buildings or environment give you clues regarding the location?
- How are people dressed?
- What moment of the day was the photo taken?

c) Study the composition elements:

- What are the different components of this image? How are they related to each other?
- How did the photographer use light and shade, vertical and horizontal lines?
- Where did the photographer place the center of interest?
- Do the background and foreground have different meanings?

d) If people are presented in the photo, you could ask the following questions:

- Who are the people portrayed?
- What are they doing?
- What do they look like?
- What is the age of the people from the photograph?
- Do you think that the people in the photograph are related? If so, how? What is the relationship between the different people being portrayed?
- What do the facial expressions or body language suggest?
- What might have been the conversation between the subject(s) and the photographer?
- Can you find any tension or examples of conflict within the image? If so, what are they? What is their source? How are they represented?

Exercise 2. Study the composition of the photo given in Exercise 1.

Question	Your answer
What are the different components of this image?	
How are they related to each other?	
Where did the photographer place the center of interest?	
Do the background and foreground have different meanings?	

How did the artist use space to communicate with us?	

Study people in the photo, and answer the following questions:

Question	Your answer
Who are the people portrayed?	
What are they doing?	
What do they look like?	
How are people dressed like?	
What is the age of the people from the photograph?	
Do you think that the people in the photograph are related? If so, how?	
What do the facial expressions or body language suggest?	

Step 3. Interpretation

The interpretation of the observations made during the description and analysis stage could lead to conclusions. When you read a photo is very important to separate the objective observations from their interpretation. Each image offers a variety of interpretations. Thus the observations and interpretations formulated by us are not always correct and exact. In the didactic practice these personal interpretations can be the basis of some discussions. For example, concerning people, you could describe what you see in the following table:

What do you see? Observations	**What does it mean? Inferences**
Nonverbal gestures (arms, hands, finger)	
Facial expressions (head, eyes, mouth)	
Body language (distances, positions)	
People (ages, gender, ethnicities)	

As we have seen in this stage, the reading of a photo means to find its message:

- What is the main idea or argument the image expresses?
- Is there a theme being represented? A specific event? What is it?
- Is there a clear message?
- Does the photograph tell a story? Pose new questions?

Sometimes, to find the message of a photo, we have to be interested in what we do not see:

- What is its historical context? What was happening in the world at that time?
- Does the photo have a different interpretation today in contrast with the one from its time?

To find the interpretation the most important is to adopt a critical way of thinking, without considering that the image shows a fact, which happened in reality.

Exercise 3. Study the following photo and answer the questions from the table below:



Question	Your answer	Why do you think that?
In which country was the photo taken?		
Who are the people portrayed?		
What is the age of the people from the photo?		
What is the message of the photo?		

Compare your answers with the answers given by one of your colleagues. Fill in the following table:

We had the same opinion about the following aspects:	We had different opinion the following aspects

Exercise 4. What is the main idea in the following photos?

Photo	Main idea of the photo
	
	
	
	

Compare your answers with the answers of one of your colleague.

Step 4. Evaluation

The evaluation is the last step of reading a photo. In order to evaluate a photo you need critical thinking and quality opinion regarding the value, message and importance of the photo.

The critical reflection could be important in a quality opinion about a photo, which can be done using the following questions:

- What do I know? How do I know it? How can I find out more?
- What is my point of view? Why is this important?
- Why are we looking at this?
- Do you like this image? Why?
- What questions do I need to ask in order to read this image successfully?
- If this image was altered, how did that happen and why?
- What are the criteria you are using to evaluate this image?

Activity 1: Creating a net of pictures

Focus: Message of a photo expressed through a keyword.

Target group: secondary and high-school pupils, university students.

Objectives:

- to read the message of a photo
- to express the message of a photo using a keyword;
- to be aware that the same photo could have different messages for different persons.

Time: 30 minutes

Resources: 10 photos selected by the trainer (it is good if they are connected by a theme; the photos are selected in concordance with participants' age), copies of the photos in printed format (4.5 cm / 6.50 cm) for each group of three participants; A2 paper sheet.

Steps of the activity:

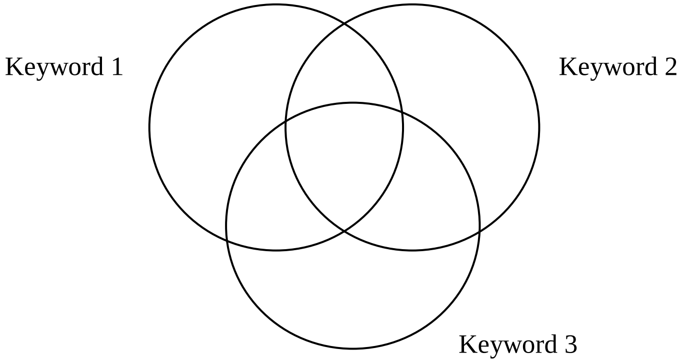
- Participants form groups of three. Each group gets the set of photos. Each participant writes a keyword to each photo. Then these keywords are compared in the group. The group writes 3-5 keywords for each picture (using also the keywords written by team-members).
- Each group makes a net of pictures, connecting those ones, which have a common keyword (see the example).
- Each group presents the net created and explains the connections.
- Whole class discussion about how a word can express the message of a photo and how the same photo could express a different message for different persons.

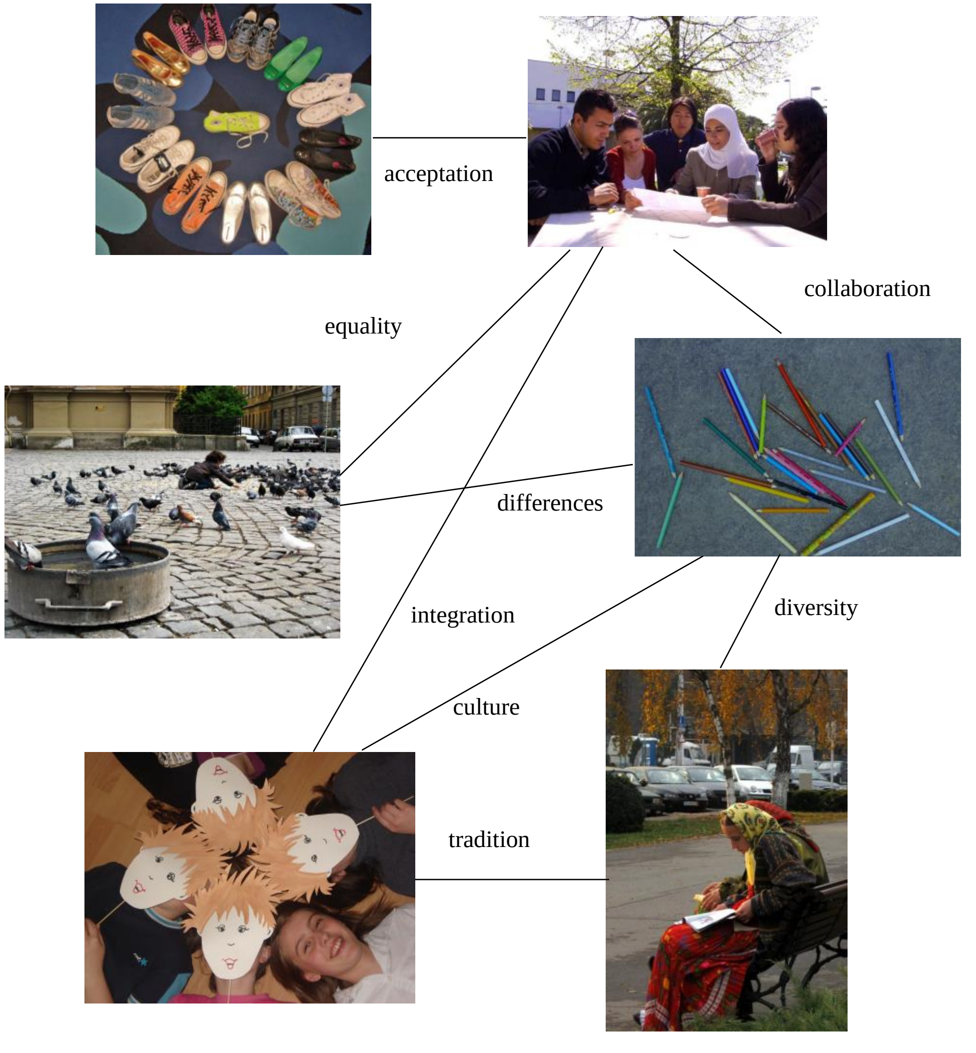
Evaluation/Reflection:

- The work of each group is evaluated by the class when the groups present the photo nets.
- Reflection about how a word can express the message of a photo and how the same photo could express a different message for different persons.

Variation of the activity:

- Instead the net the groups make a three-set Venn-diagram (see below). After they have identified 3-5 keywords for each photo, they select 3 keywords with the highest occurrence and they try to organize as many pictures as possible in the Venn-diagram using those 3 keywords.


Keyword 1
Keyword 2
Keyword 3


acceptation
collaboration
equality
differences
integration
diversity
culture
tradition

Activity 2: Domino game

Focus: Reading the message of a photo.

Target group: primary, secondary and high-school pupils, university students.

Objectives:

- to read the message of a photo;
- to develop communication skills;
- to be aware that the same photo can have a different message for different persons.

Time: 30 minutes

Resources: domino cards, two pictures on each card, a set for each group of four participants. (The pictures from the domino cards are selected by the trainer in concordance with participants' age. They could be connected by a theme.)

Steps of the activity:

- Participants form groups of four and each group gets a set of dominos.
- Each person gets five domino cards. The first person puts a card on the table. The next one has to place a card with a picture with the same message as the one on the table (see the given example) and they formulate that message. The game continues, and if a person cannot put any card, then he/she stands away for a round. The winner is that student, who runs out of their cards first.
- Each group formulates the message of each photo from the domino cards.
- The trainer picks five photos, and each group presents the message of those photos.
- The participants discuss in the class about the differences/similarities of the formulated messages in case of each photo.

Evaluation/Reflection:

- Each student's work is evaluated by the group when they formulate the message of the two photos, which they put next to each other in the domino game.
- The work of each group is evaluated by the class, when the groups present the messages of the selected photos.
- Reflection about how a photo can have a different message for different persons.



Activity 3: Create a presentation based on a set of photos

Focus: the message of a presentation can be different from the message of the pictures included in the presentation.

Target group: secondary and high-school pupils, university students.

Objectives:

- to read the message of a photo;
- to create a message using a set of photos;
- to be able to use a presentation editor program;
- to be aware that the message of a presentation can be different from the message of the pictures included in the presentation.

Time: 90 minutes

Resources: a set of 10 photos in digital format, computer network with Internet connection (one computer for each pair) having a presentation creator program installed (preferably one that the participants are already familiar with /can already use).

Steps of the activity:

- Participants form pairs. Each pair gets the set of 10 photos. They write down the message of each photo.
- Each pair creates a short presentation (2-3 minutes) on the computer using those photos (all of them). Beside the photos they can include text and/or music. They write down the message of the presentation.
- Each pair compares the messages of the photos with the message of the presentation.
- Each pair presents their work and the other pairs write down the message of the presentation. Then they compare the messages of the pair who presents the work with the messages written by the other pairs.
- The participants discuss if the message of the presentations was obvious and if not, how different persons can read a different message.

Evaluation/Reflection:

- Each pair gets a feedback about their work from the other pairs.
- Reflection about how the message of a presentation can be different from the message of the pictures included in the presentation.

Activity 4: Reading photos from newspapers

Focus: photos from newspapers not always reflect the reality of the news presented.

Target group: high-school pupils and university students.

Objectives:

- to read a photo;
- to formulate questions related to a photo;
- to understand news based on photos;
- to be aware that photos from newspapers do not always reflect the reality of the news presented;
- to be aware that photos from newspapers intend to impress the audience.

Time: 50 minutes

Resources: a set of five photos selected from some news presented in a newspaper (can be only in digital form and projected from the computer), computer network with Internet connection.

Steps of the activity:

- Each participant gets the photos. They try to figure out what the news is about and formulate five questions related to the photos in order to find out more about the news.
- Participants form groups of four. They discuss what news is presented in the photos, what we know about the news, based on the photos, and they compare the questions written by the group members. Together they make a list of questions based on the group members' questions.
- Each group gets the news from which the photos were extracted. They read the news and each participant checks which question is answered and which is not. Then each group tries to find the answer to the unanswered questions on the Internet.
- Each group discusses how the photos reflect the reality from the news.

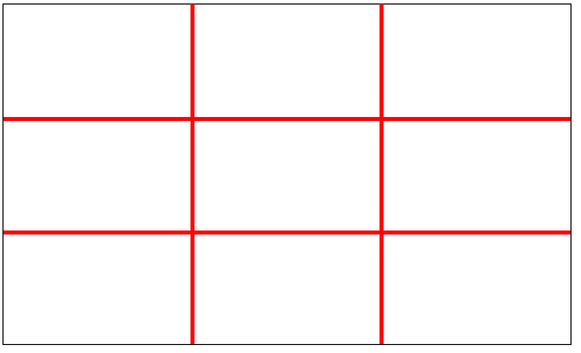
Evaluation/Reflection:

- The work of each participant is evaluated by the group.
- Reflection about how the photos reflect the reality from the news.

2.2. Taking photos

Composing a photo

- **Rule of thirds:** Divide the image into 9 equal rectangles, obtaining, in this way, four lines (see below). It is recommended to place points of interest in the intersection of these lines or along them, as people's eyes naturally go towards the intersection point rather than to the center of the shot (Rowse, n.d.)



- **Lines:** It is recommended to keep the horizontal lines level and the vertical lines straight, especially in landscape photography (Rowse, n.d.). Also, be aware that people's eyes are naturally drawn along lines, so think how to place lines in the composition (http://www.photographymad.com/pages/view/10-top-photography-composition-rules). For example, a road or river included in the scene leads the eyes along them, affecting the order in which we notice the elements of the photo.
- **Balance:** A photo is perfectly balanced if the left and right sides attract people's eyes equally (Cox, 2017). An image does not necessarily have to be balanced. By using balance or imbalance we can play with feelings. For example, a balanced image is calmer than an unbalanced one. There are two types of balances we can obtain: formal and informal balance (Lin, 2013). Symmetry is one way of obtaining balance; in this case the left and right sides of the image are identical. Another way of obtaining formal balance is to put the main subject of the photo into the middle of the shot, close enough so that people's eyes can ignore the background (Lin, 2013). For obtaining informal balance, we have to identify which elements of the scene attract eyes and frame them equally in the left and right sides of the photo. For example, areas of contrast or light, people or animals, large objects could attract eyes (Cox, 2017). It is more pleasant to look at a well composed photo using informal balance, than at a formally balanced one (Lin, 2013).
- **Background:** Always check what is in the background. A busy background could distract attention away from the main subject.

- **Viewpoint:**

With regard to *elevation*, you can take the photo from your eye level, but also from above or from below the eye level.

As regarding the *distance from the subject*, the shot can be:

Close-up*:* The subject fills most part of the scene, while the background is not important. If the subject is a person, usually his/her face is shown in order to present emotions.




Medium shot: A part of the subject is presented in details. In the case of persons, usually their lower body cannot be seen. Beside the subject the details of the environment are also shown, in order to present a person in a given context. This shot also helps to present the relation between persons from a scene.



Long shot (wide shot): The environment, the background is the most important element.




Exercise 1. Observe the following pictures and answer the following questions:
- What is the most important motive? (person, object, etc.)
- Where is the subject placed? (foreground, background, etc.)
- From which elevation is the photo taken?
- What kind of shot is used?

	The most important motive: Type of the shot: Elevation from which the photo is taken:
	The most important motive: Type of the shot: Elevation from which the photo is taken:
	The most important motive: Type of the shot: Elevation from which the photo is taken:

2.3. Reading and creating images in the classroom

Images can be graphical images, diagrams, photos, posters, paintings, etc. Some kind of image is used in every school subject. But usually we use images only to illustrate the scientific content of the lesson.
For example, during History class we can show a photo of a battle, were pupils can analyze the clothing of the participants and the weapons used. But if we want to analyze the same photo from the point of view of media education, we would ask questions like: Who took the photo? What expression has the participant's face? What do you feel while looking at the photo? etc.

2.3.1. Reading photos in the classroom

The most frequently used images are photos.

The methodological suggestions related to reading photographs in the classroom contain the following steps: formulating a question/some questions; trying to find the answer(s) through exploitation and construction of new knowledge; evaluation of the acquisition of new knowledge and learning experiences.

Before the activity

- plan the activity in all its details;
- find the photos needed to be used in the activity;
- make a list of questions for the pupils;
- plan a structure, in which they have to integrate their answers;
- formulate the tasks.

For example, if the task is to study the people from a photo, the questions formulated could be the following:

Stage	Questions
Description	- Who are the people in the photograph? - How old are they? - What is their gender? - What racial group do they come from? - Is the whole body presented or a part of it? - Is the person looking straight into the camera or somewhere else? - What is their posture? Why? - How do you describe the relationship between the people?
Analysis	- Can you tell the nationality and religion of the people in the photograph? - What roles do they represent? - What stereotypes do they represent? - How is a man presented? How is a woman presented? - What do the clothes tell you? - What emotions can you identify on the people's faces? - What social classes are represented? How do you know?

Interpretation	- Imagine the life of the people from the photo. What do they do in their everyday life? - Imagine that you are one of the people photographed. How do you feel? In what way is the person different from you? - What are their facial expressions? Why?
Evaluation	- Do you like this image? Why? - What values are being promoted? - Whose point of view do the values represent? - Are your values represented? Why or why not?

During the activity. Ask pupils to

- explore their ideas and initial knowledge related to the problem being studied;
- anticipate their way of solving the tasks: what they are going to do in each stage of reading a photo (description, analysis, interpretation, evaluation);
- participate actively in the group work and in the interactions with the other groups.

Discussing in groups everybody's personal answers lead to the achievement of goals and outcomes, such as watching, listening, reflecting, writing, organizing ideas, expressing personal opinions, engaging socially and politically, and developing critical thinking skills.

Discussions between the pupils, between the teacher and the pupils are very important, bringing a contribution to:

- reflection on the answers given by the students;
- describing the way of thinking in solving a task;
- explaining the answer given by the students;
- describing the feelings during solving of the problems;
- identifying the difficulties and the ways of overcoming them;
- identifying new knowledge, competencies and experiences.

Using discussions, the teacher should:

- create a favorable atmosphere to help pupils express their opinion;
- encourage pupils to formulate their questions and answers;
- formulate questions to help pupils to structure their knowledge;
- avoid giving the impression that there is only one good or possible answer;
- avoid to critically comment the arguments given by the pupils;
- avoid to formulate his/her personal opinion;
- use his/her knowledge related to the topic, in order to help pupils solve the tasks.

After activity. The teacher has to ask the pupils to:

- evaluate their results and success in solving the tasks;
- evaluate the applied task solving methods;
- describe methods that they will use the next time (competence, transfer).

2.3.2. Creating photos in educational environment

Children like to take photos. They can start taking photos as young as three years old with an adequate photo camera and instructions. Integrating photography in school education can have many benefits.

When teaching how to take photos take into consideration the following:

- The type of the photo camera and the instruction should be appropriate for the children's age.
- Do not teach too much theory, as it could kill the enjoyment of taking photos, the natural instincts of selecting a scene, and creativity.
- Teach pupils how they can edit their photos (for example, adjusting light and contrast, cropping) in a photo editing program.
- Extracurricular activities, such as excursions to different interesting places, visits to local attractions (botanical garden, zoo-park, museums, etc.) are a good opportunity to take photos.
- Give the children the opportunity to show their photos (organize exhibitions, encourage them to make and present slideshows with photos taken during an extracurricular activity, make a photo album of the class activities with contribution from children, etc.)
- Organize activities in which children get feedback regarding their photos. This feedback could come from their classmates, from teachers, or even from photo experts invited to school. Children learn more from these feedbacks than from theory!
- Organize projects in which pupils can include photos made by them. (For example, a Science project could include a visit to a zoo-park, and the photos from the presentation/essay could be shot by the pupils and not taken from the Internet.)

2.3.2. Developing visual literacy using different types of images

To develop visual literacy we should plan activities with different types of images:

- *Packing of different products:* analyze the design and the information given on different packaging, make participants aware that the design of the packaging of the different products influences our choice; discuss what information the packaging of different types of products should contain.
- *Paintings:* visit art galleries; analyze paintings regarding content, composition, and feelings; let participants make paintings using different painting techniques; let participants create images on computer using different types of image editor programs.
- *Posters of events:* analyze posters of different events regarding content and design; create posters.
- *Posters as advertisements:* analyze advertisements regarding design and content; make participants aware that advertisements are meant to influence the audience in their choices; let participants create advertisements.
- *Comic cartoons:* analyze the images from a comic cartoon observing the characters' body language; comparing body language of the characters with the given dialog; let participants create comic cartoons.

Activity 1: Analyzing packaging of products

Focus: the packaging of the products influences our choice when we shop.

Target group: high-school pupils and university students.

Objectives:

- to identify the most important elements of product packaging;
- to be able to choose a product from similar ones based on the information given on the packaging;
- to be aware that the packaging of the products tries to influence us when we shop

Time: 20 minutes

Resources: the same type of product in five different packaging (for example, the same type of biscuit from five different producers).

Steps of the activity:

- The products are given from hand to hand, each participant analyzes them. Each participant chooses the product which is more attractive for them based on the design of the packaging and the one they would buy based on the information given on the packaging.
- Participants form groups of four and discuss their choices in the group.
- Whole class discussion about which elements of the packaging influence our choice if we only consider the design. (We could choose a product from similar ones based on the design of the packaging or we could buy a product because the packaging attracts us even if we did not intend to buy it.)
- Brainstorming about what information the packaging of different products should contain. The trainer summarizes the enumerated information on the board.

Evaluation/Reflection:

- Each participant's work is evaluated by the group.
- Reflection about how the design of the packaging could influence us in the shop when choosing the product we buy.

3.
Developing cineliteracy



Oana Dorobat
Tulcea, Romania

1st prize in 2008

3.1. Theory about moving images

In this section we refer to films, but most of the theory presented here is also valid for animated films.

3.1.1. The structure of a film

The **frame** is one of the many single photographic images from which the motion image is constructed.

The s**hot** is created from a series of frames that runs for an uninterrupted period of time.

The s**cene** represents the action from a single location.

The **sequence** represents a series of scenes, which form a distinct narrative unit, usually connected either by unity of location or unity of time.

Type of shots:

There is a convention in the film and television industries, which assigns names to common types of shots. In the following we present the most used ones.

- **Close up:** the subject fills in most of the screen. For example, in case of persons, their face is presented in order to show emotions, and the background is not important.
- **Medium shot:** a part of the subject is presented in details. For example, in case of persons, their lower body cannot be seen. This type of shot is used for presenting relations between the subjects, for example, when two persons are in a dialog.
- **Long (wide) shot:** The background is the most important. It is used to present the place where the action is going on. It is often used as the first shot of a new scene.

Exercise 1. Which shot would you use in a given situation?

Read the following story and write what kind of shot you would use for each moment.

Story	**Shot**
Ann walks through a park on her way to the restaurant.	
Ann waits in front of the restaurant.	
Ann impatiently looks at her watch.	
Peter comes from the park, running.	
They say hello to each other.	
Ann furiously points to her watch showing to Peter that he was late.	
Peter apologizes, his face is shown.	

They enter the restaurant together.	

What will happen in the restaurant? Continue the story using different types of shots.

3.1.2. The story

The **synopsis** is a brief summary of the film.

The **treatment** is a 12-15 page long description of the film which contains the story, the main characters, the conflicts, but not all the details (for example does not necessarily contain the dialogs).

The s**creenplay** or **script** is the written version of a film, which contains the details of each scene, describing the action, the dialogs, the acting of the persons, the character of the persons, the environment, the time etc.

The **technical screenplay** contains details about the camera position, camera motion, etc.

The **storyboard** is a graphic organizer of the film.

Exercise 2. Read the following screenplay fragment. Continue the screenplay and then write the synopsis of the film.

1. a very wide shot (park)
A park in a city, there are few persons walking, some sitting on the grass. Ann (20 years old, long, brown hair) walks through the park. It is a sunny afternoon. She thinks about meeting Pedro (Spanish, 23 years old), her new friend.
2. a wide shot (restaurant)
Ann arrives in front of the restaurant. The building is medium cozy; there are tables and chairs in front of it.
3.a mid shot (Ann)
She checks the time.
4.a close-up (Ann's watch)
It is 16:00.
5.a wide shot
Ann is waiting. She is looking around, maybe she observes Pedro.
6. a close-up (Ann's face)
She starts to be impatient. We can see this on her face.
7. a mid shot (Ann)
She checks the time again.
8. a close-up (Ann's watch)
It is 16:30.
9.a wide shot (park)
Pedro is coming. He is in a hurry, but with a smile on his face. The park is calm; there are fewer people around than before.
10. a mid shot
Ann and Pedro meet each other. Pedro wants to kiss Ann, but she drags.
11. a close-up (Ann face)
She is angry. We can observe on her face that she is disappointed.
12. a *close-up (Ann's watch)*

The camera moves from Ann’s face to Ann’s watch. She shows the time to Pedro.
13.a mid shot
Pedro stands confused.
14.a mid shot
They enter the restaurant.

3.1.3. The filming

The camera movement

The **panning:** The camera moves right to left or left to right, respectively up or down (rotating around its vertical or horizontal axis) mostly to follow the subject’s movement. It gives the possibility to show the environment through the subject’s eyes.

The **tracking:** The camera moves on a specially built track. The main purpose is to follow the subject’s movement.

The **tilting:** The camera moves up or down. Using this technique, the subject can be presented gradually.

The camera angle

The camera angle represents the place of the camera concerning the subject. The camera angle influences the way in which the viewer perceives the subject.

The **high angle shot (“bird’s eye shot”):** the camera is located higher than the subject.

The **low angle shot:** the camera is located lower than the subject.

The **neutral shot:** the camera is located at the same level with the subject.

Light

The **natural light:** the shadows indicate in which moment of the day the scene was made.

The **artificial light:** Usually three source of light are used:

- *the key light:* in order to light the subject
- *the fill light:* shines on the subject, illuminating the shaded surfaces; it helps to keep the 3D view of the subject;
- *the back light:* illuminates the background.

Exercise 3. Chose a 5 minute film on YouTube.
Watch the film and divide it into shots. How many shots have you identified?
Watch the film again. In case of each shot write down the following: place of filming, camera movement, camera angle, light.
Watch the film for the third time and observe how the transition from one shot to the next one is made.

3.1.4. The sound

The sound could contain dialogue, music, and different noises from the background.

Part of the sound is recorded during filming, while the other part is recorded in the studio.

Exercise 4. Turn off the sound of your computer! Chose a 3-5 minute film on YouTube.
Watch the film without sound. Write down the dialog between the persons.
Watch again the film with sound. Compare your dialog with the dialog from the film.

In many films music has an important role in order to create the atmosphere. The music can be a song (music with lyrics) or instrumental music (music without lyrics).
Based on Paxton (2002), the quality of a song is influenced by:

- the lyrics: the content of the lyrics, the feelings which the music raises;
- the singer's voice: smooth, syrupy, coarse; using a lot of high or low notes;
- the beat: fast, medium fast, low;
- the instruments.

Exercise 5. Write down, from your point of view, which elements are important for evaluating a song. Are your rules changing with your mood?

3.1.5. Genre of the film

We present here the best-known genres (selection from the list given by Pollmüller and Sercombe (2011)):

- *Action:* generally involves a moral interplay between 'good' and 'bad' played out through violence or physical force.
- *Comedy:* has the purpose to provoke laughter.
- *Crime:* the characters are involved in criminal activity.
- *Drama:* mainly focused on character development and interplay.
- *Historical:* the action takes place in the past presenting a notable historical event.
- *Musical:* songs are sung by the characters.
- *Romance:* the film is built on the elements of romantic love.
- *Science fiction:* the characters, the environment is not real, they are created as a possible view of the future.
- *Western:* the action is happening in the wilderness, usually in the American West.

Activity 1. Dialog in a film

Focus: how dialog can influence/change the message of the film.

Target group: secondary school and high-school pupils, university students.

Objectives:
- to develop creativity;
- to develop communication skills;
- to read the message of a film
- to discover the importance of the dialog in a certain situation;
- to be aware that the dialog can influence/change the message of the film.

Time: 50 minutes

Resources: a short film (maximum 5 minutes, the film should contain dialog(s) with two persons).

Steps of the activity:
- Participants watch the film WITHOUT sound;
- Participants group in pairs and write a dialogue between the two characters of the film.
- Participants watch the film WITH sound.
- Each pair compares their dialogue with the dialogue from the film:

  What are the similarities?

  What are the differences?

  What is the source of the differences? (For example, misleading gestures, reading a different message from the film without sound than the one from the film with sound, etc.)

Pairs fill in the following table highlighting the *differences* observed:

What the person said in the film	What we supposed that the person said in the film	The source of the difference

- Participants answer the following questions individually (writing down the answers):

  Is the dialogue important in a film? Why?

  Does the dialogue in this film give more information in comparison with the images?

  Does the film watched with sound and without sound have a different message? Explain your answer.

- Participants discuss their answers in pairs.
- Whole class discussion about how dialog can influence/change the message of the film; about how body language can influence the audience when watching the film without sound.

Evaluation/Reflection:
- Reflection on how the dialog can influence/change the message of a film.

Activity 2. Frozen image

Focus: a story can have different endings in the mind of different persons.

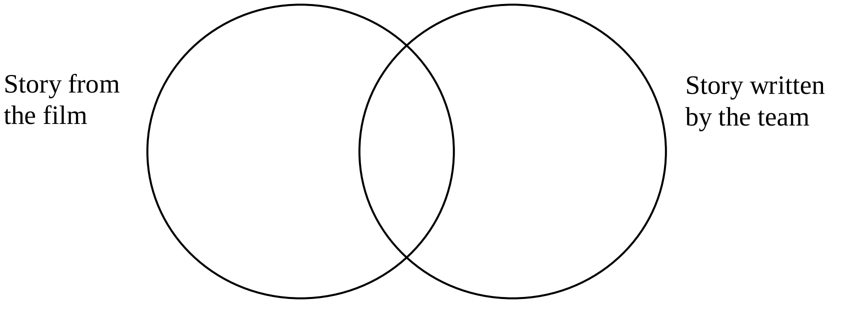
Target group: secondary school and high-school pupils, university students.

Objectives:
- to develop creativity;
- to develop communication skills;
- to be able to write the story of a film;
- to read the message of a film.

Time: 50 minutes

Resources: a short film (maximum 5 minutes); cards with happy and sad faces, one pair for each participant.

Steps of the activity:
- Participants watch the film until the trainer stops it at a given scene (the film should be stopped in a moment, when the characters have to make choices/decisions).
- Participants form groups of 3 and write down, how they think the story continues.
- Each group reads their story. Participants use happy/sad faces to evaluate if the continuation of the film written by the group has a happy or a sad ending.
- Participants watch the last part of the film.
- Each team compares their story with the story of the film, filling in similarities and the differences in the following Venn-diagram:



- Each team writes down the message of the story from the film and of their story, and compares these two messages.
- Whole class discussion about the messages of the stories written by the participants and the message of the film.

Evaluation/Reflection:
- The work of each group is evaluated by the class during the final discussion.
- Reflection on the fact that the same story can have different endings in the mind of different persons.

Activity 3. Sound and image

Focus: discover the relation between sound and image.

Target group: high-school pupils and university students.

Objectives:
- to develop creativity;
- to develop communication skills;
- to read the message of a film;
- to discover the fact that the sound (dialogue, music, sounds from the environment) is important in order to create the message of a film.

Time: 50 minutes

Resources: a short film with intercultural message (maximum 5 minutes; the film should have dialogue and/or music);

Steps of the activity:
- Participants listen to the sound of the film (without watching the images); each participant writes down the sound he/she hears.
- Participants have to answer the following questions:

  What kind of music did you hear? What feelings does it suggest to you?
  What exactly can you hear and what might it represent?
  What is said and what can you tell about the speaker(s) from his/her (their) voice(s)?
  What do you think about the silent sequences? What might be going on there?
- Participants form pairs and compare their answers.
- Whole class discussion about the answers to these questions.
- Participants watch the film (image and sound this time).
- Participants discuss in pairs the differences between the story they imagined while listening to the sound of the film and the real story, and they fill in the following table:

What happened in the film?	Based on the sounds, what we thought was happening	What sound made us think that?

Evaluation/Reflection:
-Reflection on the fact that the sound (dialogue, music, sounds from the environment) is important in creating the message of a film.

3.2. Reading films

When reading a film, we could follow the steps given below.

Step 1. Description

What do you already know about the film? (For example, we could have some information or/and previous knowledge about the time of the film (History), the place (Geography), etc.)

The story
What is the story?
What kind of audience is the story made for?

The scene
Is the film set indoors or outdoors?
What is the natural space like? (Based on the natural environment, we could guess which geographical area the scene was made in.)
What is the architectural space like? (Here we also should recall some knowledge about the architectural styles.)

The characters
What the characters look like?
How do they use their bodies and voices to express their emotions?

The sound
How the dialogue helps the audience?
Is any music used? If yes, how does it contribute to the mood of the film? Is it a well-known musical piece or specially written for this movie?
Are there other sounds presented? If yes, what sounds? How do these sounds help to describe the atmosphere of the scene?

Step 2. Analysis

What is the message of the film? How is this message presented?
What is the relation between the title and the message?

Step 3. Interpretation

The interpretation of the observations made during the description and analysis stage could lead to conclusions. For example, concerning people, you could describe what you see in a table like the following one:

What do you see? Observations	**What does it mean? Interpretation**
Nonverbal gestures (arms, hands, finger)	
Facial expressions (head, eyes, mouth)	
Body language (distances, positions)	
People (ages, gender, ethnicities)	
Voice	

What is the impact of the message of the film on the audience? Could different audience groups react differently? (For example different age groups, different ethnic groups, etc. could react differently.)

Step 4. Evaluation

Is the theme of the film important? Why?
Do you like this film? Why?
What questions do I need to ask to read this film successfully?
What are the criteria you are - or should be - using to evaluate this film?

Exercise 1.
Choose a film and read it following the steps presented above.

Activity 1. The message of a short animated film/film

Focus: the same animated film/film could have a different message for different persons.

Target group: pupils of the last two years of primary school, secondary school and high-school pupils, university students.

Objectives:
- to develop communication skills;
- to read the message of a film;
- to be aware that the same animated film/film might have different messages for different persons.

Time: 30 minutes

Resources: a short animated film/film (maximum 5 minutes).

Steps of the activity:
- Participants watch the film.
- Each participant writes down the message of the animated film/film.
- Participants form groups of five persons, and each group compares the five messages.
- Whole class discussion about why the same video could have different messages for different persons.

Evaluation/Reflection:
- Reflection about how different persons could perceive differently the same animated film/film (for example, the same video could have different messages for different persons; it could raise different emotions in different persons, a character from the video could be sympathetic or not for different persons).

3.3. Creating animated films

In this section we present two techniques to create simple animations.

Cut-out animation. It is a technique for producing animations using flat characters and background cut out from paper. In the figures below the zebra and the giraffe is cut out from card board. The giraffe is made of 3 pieces; it can move its head and its tail. After making all the characters and the background, we take many photos, moving the characters. For example, if the giraffe bend its head, we should take photos having the giraffe's head in different positions, its head moving up and down. We have to be careful to keep the camera in the same position during these photos, to obtain exactly the same photo except for the change in the position of the giraffe's head. For this, it is good to use a photo stand. Then we can edit these photos into an animation using some film editing program or even some gif making tools.

Here are some examples of animations made with cut-out technique:
https://www.youtube.com/watch?v=QwD0PQ69lPw
https://www.youtube.com/watch?v=Wo6-6ENTl7o
.







Clay animation. In this technique we make the characters from clay. In this way, we will have 3D characters, and we can move them (for example, move the hands of a person, move the tail of a dog, etc.), as clay is easily molded. We have to be careful to make strong enough characters with solid legs in order not to fall into pieces when we model them. (Pollmüller & Sercombe, 2011)

Here are two animations made with this technique, the first one is a simpler one, the second one is more sophisticated. You can find much more examples on the Internet.
https://www.youtube.com/watch?v=FSnCvu0fn1Y
https://www.youtube.com/watch?v=AL_c_QM4dNc

Both of the techniques can be taught even for younger children such as primary school pupils, because the preparation of the characters and the background is the most important step and this is enjoyable for children. Thus, making the animation is fun, because in this way they can use their work for an interesting purpose.

Activity 1: Creating an animated film based on a fairy tale

Focus: create a cut-out animated film.

Target group: secondary school pupils and university students (pre-service pre-school and primary school teachers).

Objectives:

- to write the storyboard of an animation film based on a fairy tale;
- to design the characters and the backgrounds used in the cut-out animated film;
- to create the necessary tools for a cut-out animated film;
- to edit a cut-out animated film;
- to be aware that animated films based on the same story could be different.

Time: It is a project which needs at least 12 hours (2 hours – to write the storyboard, design the characters and the backgrounds; 3 hours – to create the necessary tools for the cut-out animation; 2 hours – to take the photos; 3 hours – to edit the animated film; 2 hours – watch and evaluate the animation films). The distribution of the hours depends on the organization of the course: for secondary school pupils could be 1-2 hours per week (preferably 2 consecutive hours), for university students 2-4 hours per week.

Resources: a fairy tale which also has an animated version (preferably one which is not so well-known for the participants), materials for creating the tools for the cut-out animation (paper, card board, colored pencils, scissors, glue, etc.), photo camera with stand (preferably one for each group of four), computer network with Internet connection (1-2 computers for each group of four; an animation/movie editing program installed on the computers).

Steps of the project:

- Participants read the fairy tale.
- Participants form groups of four. They make a plan about how they will create the animated film, what responsibilities each team-member will have.
- **Writing the storyboard** (minimum 2 hours): Each group writes the storyboard of an animated film based on the fairy tale, they design the characters and the backgrounds.
- **Creating the characters and the backgrounds** (minimum 3 hours): Each group creates the characters and the backgrounds which they will use in their cut-out animated film.
- **Taking the photos** (minimum 2 hours): Each group takes the photos necessary to make the animation film. They should use a stand for the photo camera in order to be able to have the same background for each photo from a shot. They can work, if possible, with two memory cards, and after each shot a team member copies the photos in a folder on the computer. Two team-members can even start to edit the animated film, as it takes lot of time to arrange the photos from a shot into an animation.
- **Editing the animation film** (minimum 3 hours): Each group edits the animation film: they arrange the photos in the right order, add music and dialogs. If the group has two computers to work on, they can divide the work, for example, one pair searches for music, writes and records the dialogs, the other pair arranges the photos. Then the whole team correlates the images with the dialogs and makes the final editing.

- **Watching and evaluating the animation films** (minimum 2 hours): Each group presents the animated film created. The participants evaluate the animation film filling in an evaluation form for each animation:

Criteria	I like it	What I like most	I would have made it differently	In what way differently?
Characters				
Backgrounds				
Story				
Dialogs (if any)				
Music				

Each group gets all the evaluation forms about their animated film, studies the comments, and writes some plans for future development based on these comments and also taking in consideration what they have seen in the other animated films.

Evaluation/Reflection:

- The animated film made by each group is evaluated by the whole class.
- Reflection on the fact that animated films based on the same story could be different.

3.4. Editing moving images

There are many movie editing programs, some of them for amateurs, others for professionals. Most of these programs have to be purchased, but there are also some free ones. In this section we present the **Windows Movie Maker** program, which is free with Microsoft Windows. We have chosen to present this program because Microsoft Windows is widely used in schools, so Microsoft Movie Maker is available in this way. This program is very easy to use; students do not need to waste time on the technical part, so they can concentrate on the content of the film. The program has also some limitations, as only few types of movie files can be imported, only one video and one audio track can be used. It is also known for frequent crashing, so the user is advised to save often.

We present **Windows Movie Maker 2016**. The program can be opened from Start/All programs. The main window of the program can be seen in Figure 1.

How to make a film from a set of photos

When making a film from a set of photos, we have to follow the steps described below.
- ***Collecting the materials.*** We take or search for photos for the film.
- ***Writing the story.*** We write the story and make the storyboard of the film.

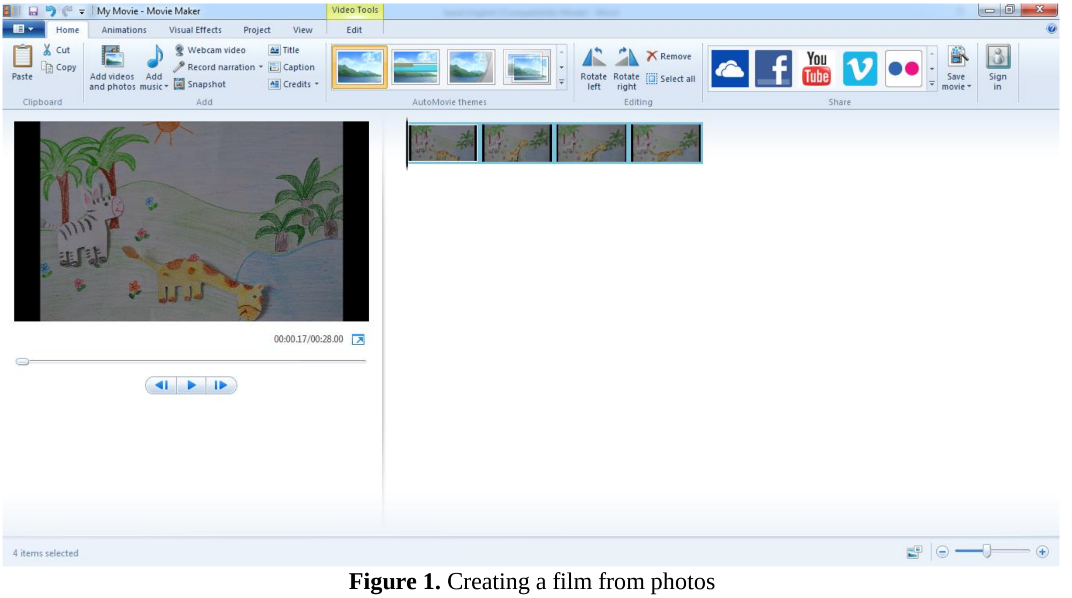
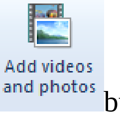
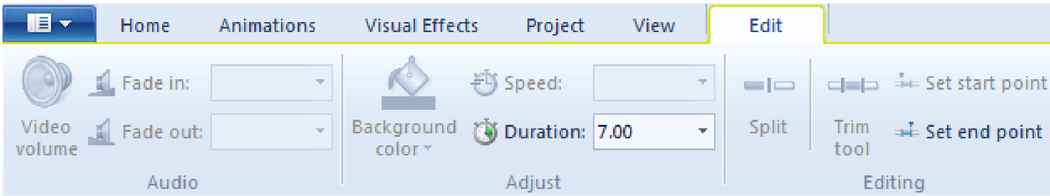


Figure 1. Creating a film from photos

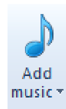
- ***Selecting the included photos and setting their order in the film.*** We import the photos pressing the 

button from the toolbar of the **Home** menu. The selected photos will be automatically added to the movie. We can change their order dragging the picture left

or right. We can change the time while a picture is seen clicking on the **Edit** option in the menu. Then the toolbar changes to



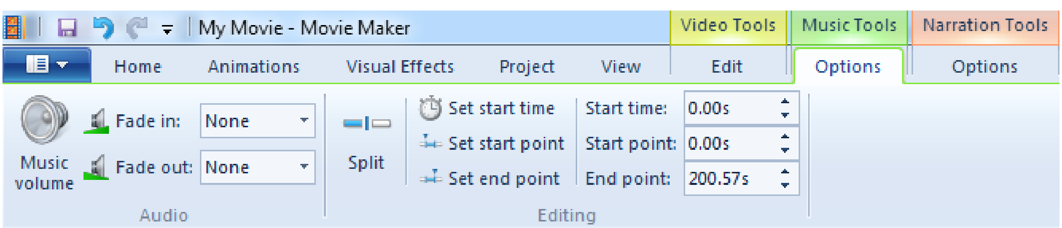
where we can set the duration.

-Adding music. We can add music pressing the 

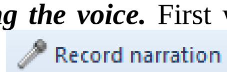
button of the **Home** menu. The music will be added to the movie and we can observe it below the pictures:



The music is automatically cut off when the slideshow of the pictures finishes. We can change the moment when the music starts by dragging the music to right or left or we can set exactly using the toolbar of the **Option** menu for Music:



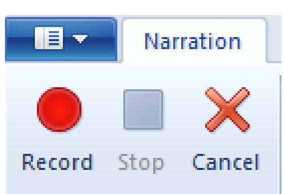
We can also set here the volume or the Fade in/Fade out option.

- ***Registering the voice.*** First we write down the text, which we want to say. Then we click on the 

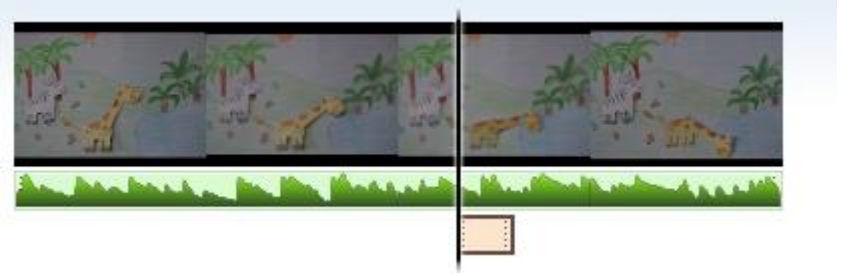
button from the **Home** menu. Then we start the narration clicking on the 

button, then stop the recording clicking on the 

button.

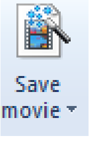


The narration will appear under the music track:



We can set the moment of starting the narration by dragging left or right, or using the toolbar of the **Option** menu for Narration.

- ***Setting video effects and transitions.*** We can add video effect to each picture using the **Video effects** menu, and we can add transitions using the **Animation** menu.

- ***Saving the film.*** We can do this selecting the 

button from the toolbar of the **Home** menu. You can choose from many formats, for computer, for web or for mobile.

Attention! It is recommended to save often the project with **Save Project** from the  menu. With this option it saves the film in editable format, but without including the photos, audio materials, etc. in that single file. So if we want to copy from one computer to another, together with the movie maker file we also need to copy the photos, audio materials etc.

Exercise 1. Make a film from a set of photos following the steps described above.

Splitting a video into parts: To make a film from video materials, we often want to cut out parts. We just need to click on the video the moment we want to cut the video material, then select **Split** from the local menu. After dividing the film in small parts, we can delete the unwanted parts selecting **Delete** from the local menu.

Activity 1. Creating message with a video

Focus: the message of the video could be different from the message of media used to make the video.

Target group: high-school pupils and university students.

Objectives:
- to develop creativity;
- to develop communication skills;
- to read the message of a film;
- to create a message with a short video;
- to be aware that the message of a video could be different from the message of media used to make the video.

Time: 120 minutes

Resources: computer network with Internet connection.

Steps of the activity:
- Participants form groups of three persons, and each team discusses about the topic of a video they would like to make and the message they want to express through it.
- Each group searches for photos, videos, music to use in the film.
- Each person from the group makes a plan of a film and creates the video using the materials selected by the group (they have to use all the materials and they are not allowed to add other media materials, only text and/or narration).
- Each group watches and compares the films made by the group members and they complete the following table:

Message agreed by the team in the beginning of the activity	
Message of the first film	
Message of the second film	
Message of the third film	

- Whole class discussion about how the message of a video can be different even when using the same media components while being created by different persons. (This we should have in mind when we watch news or reportage, as these materials could hold different messages and information even when using the same video or photo elements.)
- Each team chooses one video, one photo and one piece of music from the initial materials selected by the group and fill in the following table:

Message of the video material	
Message of the photo	
Message of the music	
Message of the film	

- Whole class discussion about how the message of the video could be different from the message of media used to make the video.

Evaluation/Reflection:

- The work of each person is evaluated by the group when they watch all the films.

- Reflection on how the message of the video could be different from the message of media used to make the video.

3.5. Advertisements

Advertising is a powerful tool. Ads can make us buy things which we do not really need, to buy a product of a more expensive brand than we usually buy. In conclusion, ads make us spend more money than we really should.

Advertisements for children

Advertisers know that if they use certain images, words, and messages in their ads, these would have an impact on young persons.

Exercise 1. In the afternoon watch for one hour a commercial TV during the children's timeslot and choose one advertisement. Answer the following questions:

- What was the product?
- Could you tell from the beginning of the advertisement what the product was, or did you have to watch the whole ad to find it out?
- Which was the target group of the advertisement?
- How did the advertisement try to convince the target group to buy the product?
- Would you like to buy the product after having seen the ad?

Children and young persons can usually be influenced more easily by ads than adults. Thus many ads are addressed to children, even if they do not advertise a product especially for children. Also, parents want to give all the best for their children, so they can be influenced by the message "this is good for your child".

Exercise 2. Conduct a survey in your class about how much pocket money the pupils from your class get, what they spend it on, and try to find out if they have ever bought something just because they have seen an ad with that product.

Advertisements want us to think that by buying that product we will become like the persons from the ad. Thus, the people from the ads are usually beautiful/handsome like a model, they are happy, having a happy family/many friends, etc.
Another aspect to be taken into consideration is that watching a commercial TV we spend a lot of time watching advertisements.

Exercise 3. Choose a film on a commercial TV and watch it from the beginning to the end with the following questions in your mind:

- How many minutes of advertisements and how many minutes of film have you watched?
- How many interruptions for advertisement have you observed?
- How many advertisements have you seen during these interruptions?
- What products/services are being sold?
- Have you seen the same advertisement more times? If yes, for how many times?

After watching the film, answer the above questions. Do a reflection on the times spent by watching advertisements by answering the following questions:

- What do you usually do during the advertisement break? (switch to another channel, go out of the room to do some domestic work, etc.)
- Have you ever thought about how much time you waste by watching the advertisements during your favorite TV show?

Advertisement on the Internet

The Internet is full of advertisement. Sometimes it is difficult to make a distinction between the real content of a webpage and the online advertisements.

Exercise 4. Have you encountered the following situations? If yes, on which internet page?

- You want to read an Internet page, but the content is covered by an advertisement?
- Even if you close the advertisement, which covers the text, it appears again?
- On an Internet page you cannot decide what the real content is and what the advertisement is about?

Have you ever visited again the page on which you encountered the above situations? If yes, why?

Small prints in advertisements

In many cases the advertisements contain small prints. For example, in the TV ad it is said that if you choose a given mobile phone company, you will get thousands of minutes to speak with your friends. The conditions of getting these minutes are written with very small letters at the bottom of the screen or they are missing. The same situation can be met on the Internet pages: the benefits are presented with large letters, but the conditions in which these benefits are applied, are written with small letters at the bottom of the page. In many cases people do not read these conditions and buy a product, then they find out that they made a bad deal.

Exercise 5. Do you think, it is right for advertisements on TV or on the Internet to have small prints to describe the special conditions?

Deconstructing an advertisement

Based on the handouts elaborated by the Media Education Foundation, deconstructing an advertisement has the following steps:

Step 1. Make observations

Give five adjectives, which describe the ad.
Evaluate the aesthetics of the ad:

- Are there any people presented in the ad? What gender are they? What age is represented? What do the people look like?
- How does the light look? Is it natural or artificial? Are certain parts of the ad highlighted?
- What colors are used? (bright, black and white etc.)
- Is there text included in the ad? If yes, what kind of font is used? What color is the text? What does the text actually say?
- Are there small prints in the ad? If yes, what do the small prints actually say? Is it visible? Can it be read during the ad?
- Is there narration in the ad? If yes, what does it say?

Step 2. Determine the purpose of the ad

What product is being sold?
Who is the target audience for this product? (children, teens, adults, elderly persons)
What feelings or emotions is the ad trying to associate with the product?

Step 3. Determine the message of the ad

What is the message of the ad?
What assumptions does the ad make?

- What assumptions does the ad make about gender? *(For example, men like to drink beer etc.)* Are these assumptions realistic?
- What assumptions does the ad make about race? *(For example, African Americans are good athletes, Latinos are passionate etc.)* Are these assumptions realistic?
- What assumptions does the ad make about age? *(For example, elderly persons have to stay at home and not have fun, etc.)* Are these assumptions realistic?

Step 4. Consider the possible consequences of these messages

What are some possible long-term and short-term consequences?
Does the message create unrealistic expectations for people? If yes, what are these expectations? (*For example, women have to look like a model*)
Is this ad socially responsible? If yes, how? (*For example, an ad about alcohol sends the message that it is a good thing to drink alcohol*)

Exercise 6. Choose and advertisement and deconstruct it using the above given guidelines.

Activity 1. Deconstructing an ad

Focus: advertisements want us to think that by buying a given product we will become similar to the persons from the ad.

Target group: secondary school and high-school pupils, university students

Objectives:
- to develop communication skills;
- to read the message of an ad;
- to identify the consequences of the message;
- to be aware that advertisements want to influence us.

Time: 30 minutes

Resources: an ad for cosmetics.

Steps of the activity:
- Participants watch the ad and fill in the observations in the following table:

The advertised product	
Do you use that product? (regardless the brand)	
The brand of the advertised product	
Have you ever tried any product from that brand? If yes, are you satisfied with that product?	
Is the ad saying that the advertised product from that brand is better than similar products from other brands? If yes, is this true?	
How many people are present in the ad?	
What is the gender and age of these people?	
What do they look like? (beautiful/handsome or average looks, happy or unhappy, etc.)	
Is any person from the ad is a V.I.P.? If yes, is there any connection between the person's occupation and the advertised product? *(for example, antiperspirants advertised by sportsmen)*	
What do you think, why are usually beautiful/handsome and happy persons presented in the ads?	
What do you think, why do advertisers use VIPs?	
What is the message of the advertisement?	
What are the possible consequences of this message? *(For example, young girls want to be like the model from the ad and for this they use unhealthy diets to lose weight)*	

- Participants form groups of four and discuss the answers to the last three questions.

Evaluation/Reflection:
- Reflection on how the ads want to influence us.

Activity 2. Creating an ad for a healthy food

Focus: an ad can have a positive message, too.

Target group: high-school pupils and university students

Objectives:
- to develop communication skills;
- to create a message with an ad;
- to identify those arguments/elements which can convince an audience.

Time: 120 minutes

Resources: computer network with Internet connection and a film editing program installed; a list of healthy foods from which each group will choose; video camera, one for each group (mobile phones or photo cameras with filming possibility also can be used).

Steps of the activity:
- Participants form groups of three; each group chooses a healthy food from the list offered by the trainer.
- Each group creates an ad which is one minute long at the most. (They can search for media materials to be included in the ad on the Internet, they can make film sequences in which the team members are the actors, etc.);
- Each group presents the ads in the class; each participant evaluates all the ads, and fills in the following table:

The advertised product	Has the ad convinced you to buy the product?	If yes, what message/argument has convinced you?

- Participants vote for the most convincing ad online.
- Whole class discussion about which messages/arguments were convincing.

Evaluation/Reflection:
- The work of each team is evaluated by the whole class.
- Reflection on the fact that ads can have positive effects as well in changing the lifestyle of people.

4.
Culture and cultural diversity



Bruno Veiga
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2nd prize in 2008

4.1. The concept of culture. Theoretical background

There is no standard definition of culture. The term **culture** draws its origins from the Latin word *cultura/colere*, which denotes “to cultivate/to honor”. Tharp (2009, pp.2) attributes the first “modern” definition of culture to Edward Tyler (1871): “that complex whole which includes knowledge, belief, arts, morals, law, custom, and any other capabilities and habits acquired by man as a member of society.” More recently Bennett (1992) defines culture as “learned and shared values, beliefs, and behavior of a group of interacting people” (González, 2017). Deardorff (2009, pp.6-7) considers the term of culture to be "a primitive theoretical term" and deepens Bennett’s definition explaining that “beliefs, values, rituals/customs, behavioral patterns into which people are born are shared by generations, are created and maintained by people’s actions and are evolving".

There are two important perspectives regarding the concept of culture:

- the ethnological point of view which considers culture as a set of idiosyncratic, spiritual, material, intellectual and emotional features of a society or of a social group. These traits representing the identity aspects of a group are culturally inherited and are reconsidered in the light of a historical context;
- the sociological point of view which defines culture as a set of values, norms, symbols, institutions and artifacts which characterize an individual or a group:
  - language: linguistic education, linguistic features etc.
  - architecture: styles, symbols etc.
  - arts: sculpture, painting, music, literature etc.
  - toponomy: the names of towns and villages, of streets, of rivers and lakes, of mountain peaks etc.
  - time: years, weeks, holidays, anniversary days;
  - institutions: schools, courts etc.
  - values: freedom, equality, social justice, relationships between women and men, the human rights, democracy, the institution of marriage etc.
  - historical events and characters: heroes, conquests, ancient and contemporary personages, important past events, holidays etc.
  - beliefs and traditions: traditions of holidays, meetings etc., beliefs about education, health etc.
  - sciences.

Rakotonema (2005, pp. 668-691) defines culture in a general sense, as “a system of meanings learned and shared by the members of a social group”. From Rakotonema’s perspective culture involves:

- *meanings* - a set of beliefs, values, norms, artifacts and particular behaviors of particular human beings;
- *beliefs* - assumptions considered to be true when analyzed;
- *values* - preferences regarding things, persons, self-person or universe. They have a different degree of intensity which allows selections (“I like more…”) or distinctions (good - bad, beautiful - ugly);

- *norms* - a set of rules created and shared by a social group. They are found at a formal level (justice, law) or at an informal level (gestures etc.) and define a behavior considered “normal” in a peculiar situation;
- *artifacts* – artificial and visible products of a culture: the observable reality. They characterize a group of individuals, reflecting the explicit and tangible aspect of a culture.

The American anthropologists Alfred Kroeber and Clyde Kluckhohn (1952, pp.143-154) identified a total of 164 definitions of the concept of culture that emphasize four fundamental characteristics of culture:

- culture is *global* because comprises all the elements that characterize the life of a social group;
- culture is *shared* by the members of a social group that join a social system of values and norms in response to questions raised by the environment;
- culture is *transmissible* from one generation to another to ensure its continuity over time;
- culture is *evolving* and not static: in order to maintain adaptability to the surrounding environment, culture changes over the time; it can be enhanced, modified or some of its components may disappear.

Exercise 1: Analyze the key characteristics of the concept of Culture selected from literature by Spencer-Oatey (2012, pp.3-15). Mark each characteristic with an icon for example:
☺ - I perfectly agree with this idea; ⍰ – I don’t understand this idea; 🔰 - I need more information etc.

Key characteristics of the concept of Culture	Symbol	Arguments & explanations
1. Culture is manifested at different layers of depth.		
2. Culture affects behavior and interpretations of behavior.		
3. Culture can be differentiated from both universal human nature and unique individual personality.		
4. Culture influences biological processes.		
5. Culture is associated with social groups.		
6. Culture is both an individual construct and a social construct.		
7. Culture is always both socially and psychologically distributed in a group, and so the delineation of a culture’s features will always be fuzzy.		
8. Culture has both universal (etic) and distinctive (emic) elements.		
9. Culture is learned.		
10. Culture is subject to gradual change.		
11. The various parts of a culture are all, to some degree, interrelated.		
12. Culture is a descriptive not an evaluative concept.		

Cultural misconceptions

There are many misconceptions and stereotypes about culture. Spencer-Oatey (2012, pp.16-17) and Parrilla (2015) list several misconceptions:

- Culture is something inherited.
- Culture is homogeneous.
- Culture is a thing.
- The members of a group share the same culture.
- An individual possesses but a single culture.
- Culture is custom.
- Culture is timeless.
- Culture is based on nationality.
- Some cultures are more evolved than others.
- Globalization is causing an inevitable homogenization of cultures.

Exercise 2. Investigate the presence of these misconceptions in your family′s way of thinking or in your friends′ mindset. Create a questionnaire and ask them to agree with each item. You can use a Likert type scale. Collect their Pros & Cons.

Cultural areas and components

The concept of culture can have *different degrees of generality* and *includes areas like* general culture, traditional culture, national culture, technical culture, digital culture, organizational culture etc. Moreover, the meaning of the word "culture" carries the peculiar mark of the user: an artist will refer to culture emphasizing the arts, a scientist will refer to scientific culture; an educator will refer to a certain level of knowledge etc.

2009 Framework for Cultural Statistic (FCS) provides a set of six core cultural areas/domains: Cultural and Natural Heritage, Performance and Celebration, Visual Arts and Crafts, Books and Press, Audio-visual and Interactive Media, Design and Creative Services, Tourism, Sports and Recreation. FCS identified four domains, considered to be transversal, based on their cultural role and on their contribution to the production and transmission of culture: Education and Training, Archiving and Conservation, Equipment and Supporting Materials. (UNESCO-UIS, 2009)

Exercise 3. Explain how FCS cultural areas are affected by the evolution of technology.

Subculture represents a tendency of underlying the manifestation of an elementary culture or the culture of groups or social subgroups from an ethnic community (DEX, 1999). A subculture represents a set of symbols, rules, value system, behaviors and ways of living etc. that are different from those of the dominant culture, but not contradictory with them (for example, the association of teachers, the traditional Chinese culture) as Bryjak and Soroka (1995) consider. Because the subculture represents a specific culture of a social group, and because this group is considered to be a subgroup of the main group, of the society, *subculture represents the particular culture of a subgroup from a society.*

Organizational culture. Schein defines organizational culture *as a pattern of basic assumptions* invented, discovered or developed by a given group of people in their learning to cope with its problems of external adaptation and internal integration. These assumptions are considered to be valid and important to be taught to the new members of

the group as the correct way to perceive, think and believe in relation with these problems. (Schein, 1984, pp. 3)

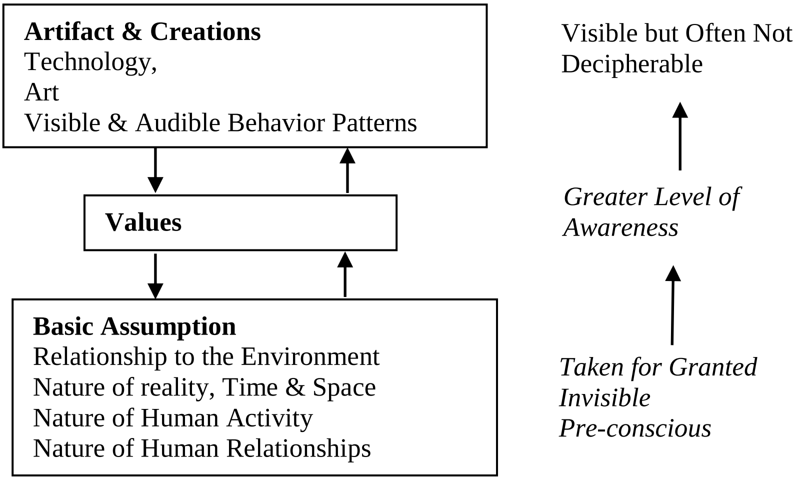


Figure 1. The Levels of Organizational Culture (Schein, 1984, pp. 4)

Exercise 4:

- Elaborate a graphic organizer (cognitive map) in order to present the concepts involved in the definition of culture and the relationships between them;
- Illustrate the elements of the national culture by using the model proposed by Rakotomena (2005).
- Reflect on the misconceptions about culture: their causes and effects, as well as the strategies through which they can be overcome through an educational intervention.

In conclusion, the culture is the core of social and individual identity. It represents a heritage that is transmitted by specific means of communication such as gestures or words, writing and arts, media (press, radio, and television) and interactive media (phone, computer, digital film, photography, etc.)

Activity 1. My Culture

Target group: high school pupils and university students.

Focus: describing the elements of the culture they belong to.

Objectives:

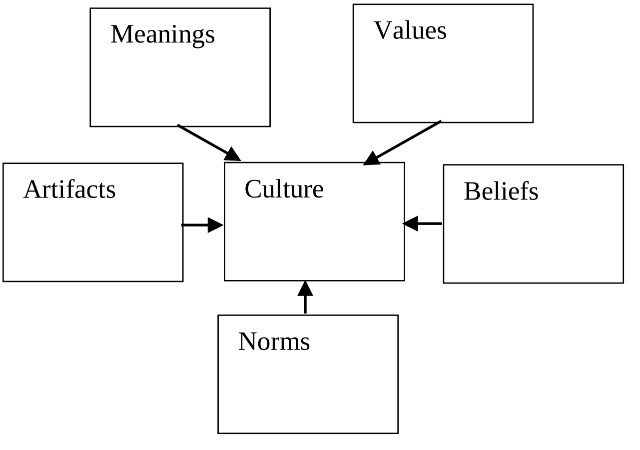
- to present the elements of the belonging culture;
- to elaborate a model of the belonging culture by filling in the given graphic organizer.

Working time: 90 minutes.

Resources: A computer network connected to the Internet; A3 paper, markers.

Steps of the activity:

- Each participant identifies the cultural features of the culture they belong to by filling in the following graphic organizer:



- Participants form groups of four, each group being composed of persons of the same (sub)culture;
- Each group compares their products and completes the final version of the graphic organizer on the A3 paper.
- Each group searches on the Internet for pictures, music, proverbs, legends, etc. and create a Power Point presentation about their culture;
- Each group presents their work, motivates the choice of media elements used in their presentation, and answers the questions of their colleagues;
- Each group compares the presentations illustrating the same/different culture in order to identify common or different views of the belonging culture.

Reflection/Evaluation:

- The work of each group is evaluated by the whole group when they present the PowerPoint presentations;
- Reflection on the cultural differences underlined by the presentations.

Anticipating difficulties:

- The trainer has to be prepared to provide support materials or suggestions. He/she might have to ask participants to look for information on the Internet.

Suggestions for follow up:

- Participants design a material (photo, poster, video, music or other audio material, etc.) in order to promote their culture and to send it to the trainer and colleagues.

Activity 2. Creating a dialogue between the characters from a photograph, characters that belong to different cultures

Target group: high school pupils and university students.

Focus: identification with a person from a culture different from that of the participant's.

Objective/Competencies:

- to develop empathy towards persons from different cultures;
- to identify the characteristic features of the clothing from a different culture;
- to express the emotions and feelings of a person who belongs to a culture different from yours.

Working time: 30 minutes.

Resources: a digital photograph (the photograph presents at least two persons of cultures that are different from those of the participant's), one copy for each participant; computer network with Internet connection, one computer for each participant.

Steps of the activity:

- Each participant looks at the photograph and tries to identify with each of the characters in the photograph;
- Each participant writes on the photograph a dialogue between the characters (see the given example);
- Participants form groups of four, compare the dialogues, and discuss the similarities and differences;
- Participants discuss about the source and reasons of the differences.

Reflection/Evaluation:

- The work of each participant is evaluated by the group when they compare the dialogues;
- Reflection on the difficulties met when creating the dialogue and when identifying with a person from a different culture.

Anticipating difficulties:

- The trainer should be ready to interfere if the students cannot assume the role of a person belonging to another culture.

Suggestions for follow up:

- Participants share on a forum (forum created for the course) their communication experiences with persons from another (sub)culture.

Example:

Participants were asked to write a dialogue between the persons from the photo given below. A participant, who thought the characters are Hebrew, wrote the following dialogue:



There were differences between the dialogues as different participants had different perspectives regarding the persons in the photo: the characters from the photograph were Hebrew, artists coming from an unsuccessful show, countrymen from an isolated village who came to a city for the first time, or Mormons.

After identifying the source of the differences between the dialogues, it is important to discuss about the characteristics of each potential culture mentioned by the participants (for example what the clothes of Hebrews, Mormons are like). It is also important to discuss about the accuracy of the written dialogues, i.e. how far the students could identify with the persons in the photo.

Activity 3. Identifying oneself with the person from a photograph

Target group: high school pupils and university students.

Focus: the difficulty of describing a person by using insufficient information.

Objectives:

- to become aware of the fact that the first impressions regarding different persons vary from one individual to another;
- to avoid preconceptions when meeting a person belonging to a different culture.

Working time: 30 minutes.

Resources: a printed photograph (with at least two persons), the same photo for each student; A3 paper, markers.

Steps of the activity:

- Each participant watches the photograph and imagines themselves in the place of the character(s). They should also describe each character from the photograph in the first person singular (they should make a self-description of the character in the photograph) following the trainer's indications;
- Participants form groups of three; compare and discuss their work;

Reflection/Evaluation:

- Whole class discussion about the reasons for the differences when characterizing a person.

Anticipating difficulties:

- The trainer should motivate the participants in order to do the description; otherwise, they may not want to get involved in the activity, as the information given is scarce.

Suggestions for follow up:

- Participants try to find out when the photograph was taken and to complete the description by taking into account the context.

Example: a culture that is well-known to participants is shown in the photograph below –the teen-culture. A participant has made the following descriptions:

Some say I look older than I am. I like to dress nicely, to go to parties, but I also like some other things. For instance, I like reading and I think I like studying too. I just don't say this too often in the classroom. I get along fine with most of the people. There are some with whom I just don't get along. I like to make jokes. Sometimes I picture what the future will be like, but I don't want to tell you about that.

I don't understand why the way one looks concerns us so much. I like to dress casually. Sometimes I dress smartly, and then the boys in the classroom look at me strangely ... and I like it. Swimming means everything to me; I have been training ever since I was in the third grade. I go to training almost every day and I wish I were famous. Studying doesn't interest me very much. I love life!



I like dressing smartly, but not very common. I'm happy and joyful, why not? I'm young; school isn't difficult; I have a lot of friends at school. Next year, I'll be in the twelfth grade and I'll study then. I consider myself smart enough to retrieve what I haven't studied until now. Until then, I have time to enjoy myself and to spend time with my friends. I don't know yet what I want to do when I finish school, but this doesn't concern me yet.

People think of me as a rocker from the first moment they see me, because of my black clothes, my black hair and my bracelets. It doesn't bother me; on the contrary, I'm proud to be a rocker. It's just that sometimes teachers have prejudices about rockers.

Activity 4. Overcoming a misconception about culture

Target group: high school pupils and university students.

Focus: Understand how difficult it is to change our beliefs.

Objectives:

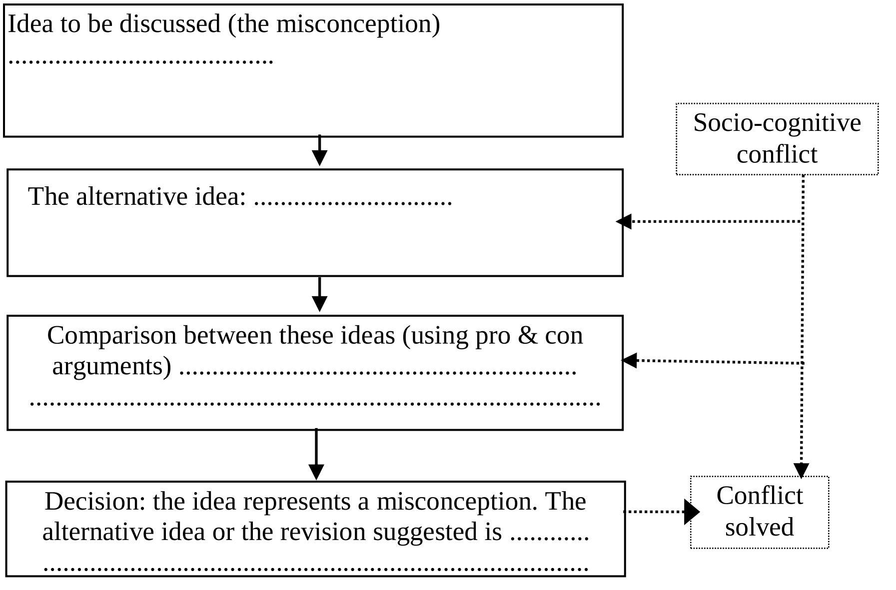
- to become aware of our misconceptions regarding culture;
- to be familiar with a strategy useful to overcome a misconception.

Working time: 60 minutes.

Resources: list of cultural misconceptions (the participants don′t know the fact that the sentences in the list are describing misconceptions. Trainer/teacher could name the misconceptions, i.e. "ideas" about the culture); a scheme of the strategy to be used to overcome idea preconception; a smart board; a computer network with Internet connection.

Steps of the activity:

- Participants form groups of two or three.
- Each participant reflects on a misconception indicated by trainer (participants do not know that the idea they have to analyze is actually a misconception).
- Each group discusses the idea and writes their opinion, giving arguments: pros & cons.
- Participants form groups of four or six and compare and discuss their opinion.
- Each group concludes ("this idea represents a cultural characteristic" or "this idea is a misconception"); the group could revise/change the idea that has been analyzed.
- The trainer uses the smart board to present the scheme of the strategy to be followed to overcome the misconception and explain it.
- Participants (in the large group) discuss each misconception following the scheme bellow. The groups receive the scheme as a Microsoft word document and they fill in.



- Each group of participants presents their work on the smart board.

Reflection/Evaluation:

- Discussion in the large group about the causes of our cultural misconceptions. The trainer could ask participants to give examples to ensure a better understanding of their opinions.

Anticipating difficulties:

- In case the participants have difficulties in elaborating their arguments and clarifying their opinions, the trainer could suggest participants to reflect on their experiences or to check for information on the web and other sources.
- It is possible that all the participants agreed on a misconception. In this case, the teacher has to contrast the misconception with the correct idea, with facts and examples. To overcome the misconception, the trainer will use the same scheme.

Suggestions for follow up:

- Participants are asked to look for cultural misconceptions on the web, in papers, on television etc.

Activity 5. Overcoming a misconception about culture

Target group: university students.

Focus: Understand how difficult it is to change our beliefs.

Objectives:

- to become aware of our misconceptions regarding culture;
- to understand the need to learn and to reflect to overcome our own misconceptions and stereotypes.

Working time: 30 minutes.

Resources: list of cultural misconceptions (the students don′t know the fact that the sentences in the list are describing misconceptions); balloons; A4 papers, pencils, post-it notes; A3 paper, markers.

Steps of the activity:

- Before the activity, the trainer writes each misconception to be discussed on a post-it note and puts the notes in a box.
- Participants form groups of two or three; each group receives a balloon.
- Each group takes a post-it note from the box and glues the post-it note on the balloon.
- The groups reflect on the idea written on the post-it note and elaborate their opinion about it (is it a correct idea about the culture or is it a wrong one) giving arguments pro & con.
- Participants form groups of four or six and discuss their work.
- Each group evaluates the idea put in discussion (if it is the case, they elaborate an alternative idea).
- Each group presents their conclusion to their colleagues.
- Whole class discussion about the conclusion. If the discussed idea proves to be wrong (to be a misconception), a person from the group breaks the balloon.
- If the students persist on the misconception, the teacher suggests an alternative idea (the correct characteristic of the culture) and contrasts the misconception with the correct idea, following the scheme presented in the previous activity.

Reflection/Evaluation:

- Whole class discussion about the causes of our cultural misconceptions. The trainer could ask participants to give examples to ensure a better understanding of their opinions.

Anticipating difficulties:

- In case the participants have difficulties in elaborating their arguments and clarifying their opinions; the trainer could suggest participants to reflect on their experiences or to check for information on the web and other sources.

Suggestions for follow up:

- The trainer could ask participants to find another cultural misconception on the web, in papers, on television etc.

4.2. The analysis models of the concept of culture

The "onion" model of culture. In order to explain how culture manifests itself on different levels the psychologist Geert Hofstede introduced in 1991 a model of culture viewed as an onion with outer layers that can be removed one by one, to allow access to the hidden elements or to the "depth" elements of the culture (2003, pp. 11; 2005, pp. 7).

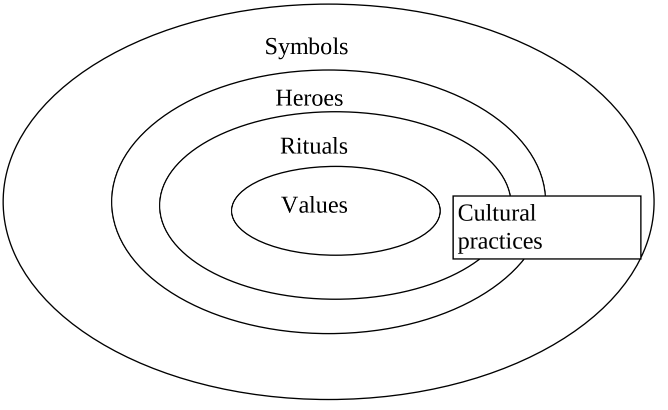


Figure 2. The „onion" model, which illustrates the way in which Hofstede (1991) believes culture develops on different levels

According to this model, culture influences our attitudes and behaviors through specific manifestations. In the "onion" model proposed by Hofstede (2003, pp. 10) the specific manifestations are:

- Symbols (outer layer of culture): words, gestures, pictures and objects with a specific meaning in a given cultural community. Over time, some symbols disappear and new ones appear.
- Heroes: real (alive or not) or mythical people who, by their characteristics or behavior, represent models for the members belonging to the same culture.
- Rituals – actions considered to have a symbolic value and to be effective in achieving some goals. Rituals have a certain periodicity and are often organized according to religious considerations and traditions shared by a community. In this category we can integrate rituals of greetings and religious or social ceremonies.
- Values - considered by Hofstede (2005, pp. 7-8) to be the core of a culture: ideas, implicit or explicit beliefs and conceptions that characterize an individual or a community. They constitute the milestones of behavior or action. Examples: equality, solidarity, freedom, justice, spirit of sacrifice etc.

The elements of a given culture are shared by its members and they are generally more difficult to understand by those belonging to other cultures.

Exercise 1: Illustrate the elements of the national culture using the model suggested by Hofstede (2003). Justify why Cuche (2004, in Rakotomena, 2005, p. 672) affirms: "culture is the result of an assembly of elements which are in a permanent interaction and which constitute a coherent whole".

The "onion" model proposed by Trompenaars (1993, pp. 6) places in the middle of the onion the fundamental assumptions and transfers the values to external layers. This model is structured on three levels:

1 The visible level – is the level of symbols, rituals, behaviors and cultural products like government methods, lifestyles, ways of negotiation, the configuration of the place of work etc.
2 The conscious level – is the level of values and norms like individualism, equality, the role of women in family, the place of women at work, in society etc.
3 The unconscious level – is the level of fundamental unconscious assumption like the idea of space and time, the relationship between humans and the environment, the representation of human nature etc. (Baumer, 2002, pp. 78).

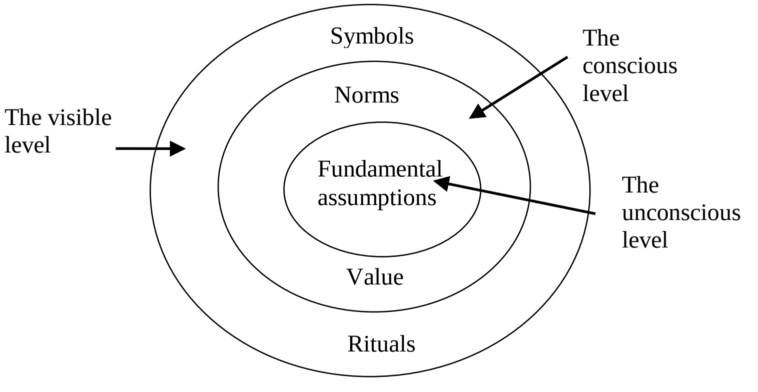


Figure 3. The "onion" model of culture proposed by Trompenaars (1993).

Exercise 2: Illustrate the „onion" model suggested by Trompenaars by referring to the culture of an ethnic minority that is not well represented in your country. For documentation, use the Internet and the interview.

Trompenaars and Hampden-Turner (1997, in Rakatomena, 2005, pp. 672) identified in their model the existence of an implicit part (deep and hard to observe) of the culture and an explicit one (easy to observe). The core of the onion (the fundamental presumptions) represents the implicit part and the "Norms", the "Values" and the "Artifacts and products" layers represent the explicit part.

Exercise 3. Compare and illustrate the differences of the onion model of Trompenaars using the table below.

The model	The core	Layer 1	Layer 2
Trompenaars (1993)	Fundamental assumptions	Norms and values	Symbols and rituals
	The unconscious level	*The conscious level*	*The visible level*
Trompenaars and Hampden-Turner (1997)	The fundamental presumptions	Norms and values	Artifacts and products
	The implicit part	*The explicit part*	

The iceberg metaphor

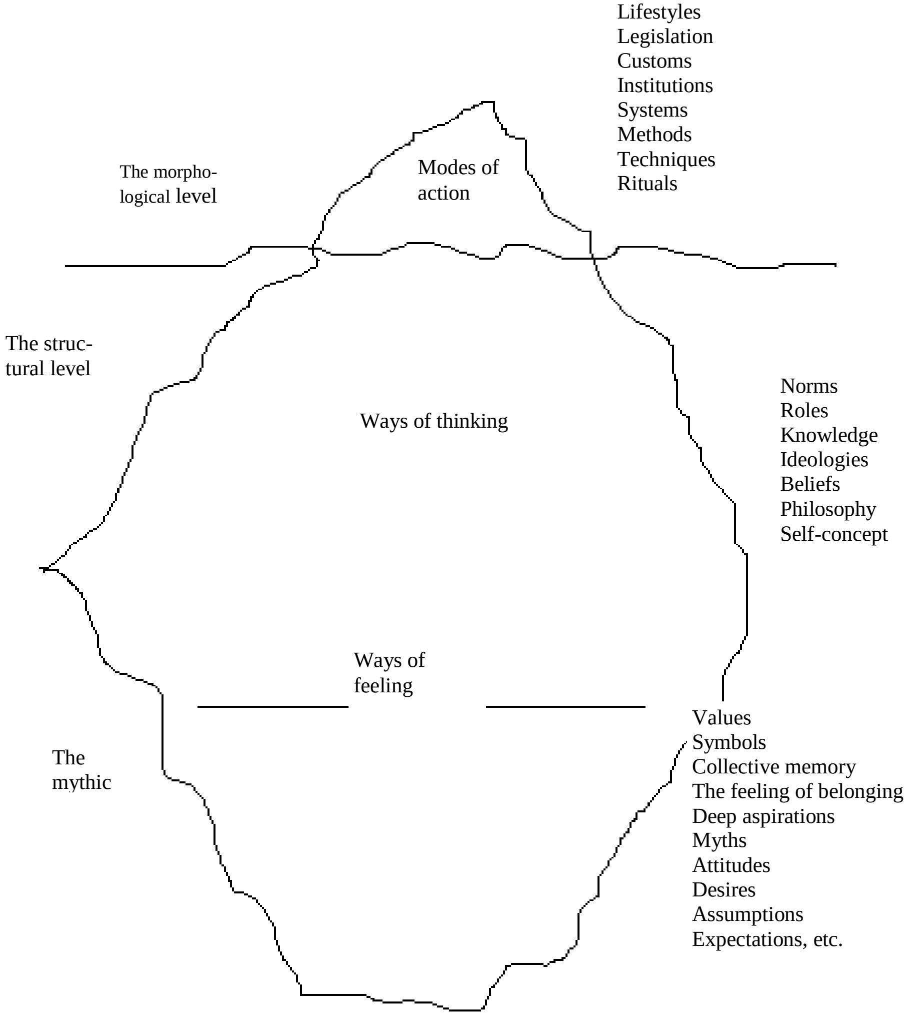


Figure 4. The iceberg of culture, www.intercultures.gc.ca (adapted from Rocher, 1969)

The *iceberg* models are frequently used to illustrate the components of culture. The message of this type of representation is that the largest part of culture is invisible. In addition, the iceberg models allow the production of stratified representations (the surface culture, the culture at the floating line and the deep culture).

Exercise 4: Explain the stratification (surface culture, culture at the floating line and deep culture), suggested by the iceberg model presented below.

These kinds of models have been developed by Rocher (1969), Selfridge and Sokolik (1975), French and Bell (1979), Gonzales (1978), Ting-Toomey (1999, pp.10) etc.

Exercise 5: Exemplify, using the components of the "iceberg" model presented above, the culture of an ethnic minority of your choice.

Ting-Toomey (1999, pp. 10) proposes an iceberg of the culture structured into four levels. The cultural artifacts are situated in the visible area. Language and verbal and nonverbal symbols are right below the floating area. At the average depth, we can find the norms, the values, the beliefs, the cultural traditions and the significance of the symbols and at the base of the iceberg there are the universal human rights.

Exercise 6: Exemplify the school culture using the components Ting-Toomey model (1999) presented above.

Surface culture versus profound culture

We present below details about the surface and profound elements of the culture (Gonzales, 1978a,b).

The elements of the Surface Culture:

- *Food*: food and diverse culinary aspects;
- *Holidays*: National Holidays, Religious Holidays, personal rituals, celebrations;
- *Arts*: traditional and contemporary music, visual and scenic arts, drama;
- *Folklore*: folklore, legends, oral history.
- *History*: historical and humanitarian publications, political and social manifestations;
- *The personalities*: heroes and historical or contemporary, national or local personalities.

Profound Culture refers to:

- *Ceremonies*: what must be said or what must be done in a certain situation. For example, in the Romanian culture, like in many other cultures, people greet and kiss when they meet. But in other cultures people avoid touching and thus they greet maintaining a distance between them.
- *Courtship and marriage*: attitudes regarding dating, marriage and family institution. For instance, in some Romany families a girl who doesn’t get married at the early age of 10-14 years old and chooses to study, might be rejected by the members of her ethnic group.

- *Aesthetics* (the beautiful aspects of culture): literature, music, dance, art, architecture and the way they are appreciated. For example, in some rural areas in Romania, folk dances and music are known and loved by middle aged generation, the young generation displaying a low interest in such domains.
- *Ethics (honesty* - how a person learns to be honest and how he acts in this direction) fair play, principles, morality etc. For instance, plagiarism is a blamable practice in the academic life in the entire world, but it is considered a way of instruction in some cultures (learning a style).
- *Family*: how and what a person feels about his family, friends, mates etc. In Romania, parents expect that their children will live close to them and will take care of them when they grow old. Loyalty towards family and community is valued in the Romanian culture while in other countries loyalty is not promoted.
- *Health and medicine*: the way in which a person responds to illness and death, attitudes regarding doctors and medicine etc. In the Romanian culture the care for a sick member of the family is considered extremely important and the support of the family and friends is valued by the sick person.
- *Folklore*: attitudes regarding heroes, fairy tales, legendary characters, superstitions etc. Superstitions related to Saint Haralambie or Saint Foca are important elements of culture for the elderly in the rural areas but not for the younger generation.
- *Gestures*: aspects of nonverbal language. For instance, the American OK sign is considered to have a negative connotation in some cultures but in the Romanian culture it has a positive connotation, just like in the American culture.
- *Appearance* (apparel): cultural differences regarding behavior, outfit, smile, laugh, voice tonality, emotional balance, hairstyling, beauty products, dressing etc. are considered to be the most visible aspects when the members of a culture meet. For instance, the Romanians may seem noisy to Germans, to Danish or to the members of the cultures which have a calm and peaceful temper or they may seem friendly to other Latin cultures.
- *Property/possession:* attitudes concerning property rights, different rights and beliefs, honesty and loyalty etc.
- *Priorities*: good manners regarding old people, couples and young people. In most cases young people show a deep respect for elderly people or for members of certain social classes. There are cultures, which show great respect and consideration for teachers. For instance, in the past, in the Romanian culture students used to show their respect for teachers by looking down when they addressed them. But today teachers expect to establish eye contact in a conversation with their students.
- *Rewards and privileges:* attitudes concerning motivation, worth, duty achievements, services, social position etc. In many cultures individual success is less valued than group success (teamwork). The members of cultures in which teamwork is essential, are more efficient in group activities than in individual activities, so they are highly motivated to work in a group activity and to achieve goals that are common for the members of the group, than individual goals. In Romania individual success is more important than group success.
- *Rights and duties*: attitudes regarding personal duties, vote, taxes, military service, legal rights etc. For instance, in 1931 in Portugal only men who knew to read and write and women with a bachelor's degree had the right to vote.

- *Religion*: attitudes regarding God and supernatural and how these affect the way of thinking and actions of a person. For instance the sign of the Cross that Romanian people make when they pass by churches, could be considered an extravagant behavior in other cultures.
- *Gender roles:* how a person sees, understands and gets along with the members of the opposite sex and what kind of deviation is accepted. Working in teams or in pairs with members of the opposite sex can be difficult to accept for the members of a culture. For example, in some Romanian families women are presented in a secondary plan and they have to respect the demands of the husband.
- *Space and proximity:* attitudes concerning earth and individuals, environment and planet. For instance, people living in areas with low density of population (for example, in Romania, in rural areas) need a larger personal space than those living in areas with high density of population (in cities, for example) and feel uncomfortable when a stranger enters their private space. Body language emphasizes the uncomfortable situation and this situation can lead to cultural misunderstanding.
- *Subsistence:* self-promoting attitudes, attitudes regarding youth and old aged individuals and attitudes concerning "who`s protecting who". In general, adults are educated to protect children, elderly and women (in the order mentioned above);
- *Taboos:* social prohibition related to certain activities and behaviors considered inappropriate. Breaking the rules of the prescriptive behavior can have dramatic or unpleasant consequences. For instance, in the past, in Romania, unannounced visits were considered normal, while today they are considered inappropriate.
- *Concept of time:* attitudes regarding getting late, promptness etc. Rules concerning time, like how much time a person can delay a meeting, are very complex. For instance in Romania being fifteen minutes late is a common practice. But, generally, ”being on time“ in a certain place depends very much on the purpose of the meeting: being on time at a business meeting, at a dinner party, at a conference etc.;
- *Values system:* attitudes concerning freedom, education, hygiene, justice, (respecting/breaking the law). The rights of the children in Romania, although regulated by law, are often violated in daily life.

Exercise 7. Exemplify the elements of surface and profound culture referring to the culture the individual belongs to.

There are many people aware of the surface differences between cultures, of the differences concerning food, clothing and different ways of celebrating. These aspects of culture are often experienced by teachers and pupils. Nevertheless, the concealed elements of a culture, forming the "deep culture", are those that cause the large number of problems. It is important to be aware of the existence of these values, beliefs, hidden attitudes which can interfere with the pupil's capacity of being effective in the classroom, respectively with the teacher's ability to influence the pupil.

Activity 1. The "Cultural Iceberg" (adapted by AFS; Gillert, 2000, pp. 19)

Target group: high school pupils and university students.

Focus: the participants' perspective on the elements of culture.

Objectives:

- to represent the culture, using the iceberg model and some keywords;
- to compare their iceberg model with a model acknowledged by the specialist.

Working time: 120 minutes.

Resources:

- flip-chart paper, glue;
- the iceberg model developed by AFS, in digital format;
- video projector, computer;
- a set of cards containing keywords about culture: graphic arts, literature, drama, classical music, folklore, folk dances, games, traditional cuisine, clothing, the notion of modesty, the notion of beauty, behavior towards children, civility rules, cosmology, behavior towards animals, the notion of justice and of being fair, the leadership notion, organizing the timetable, decision-making templates, the hygiene concept, the healthy and unhealthy concepts, attitudes towards employees, attitude towards the other sex and towards other sexual orientations, the self-concept, body language, facial expression, the logic concept, the emotion-handling concept, the past and future concepts, the concept of adolescence, space handling, the rate of social interactions, the conversational template in various situations etc.

Steps of the activity:

- Participant form groups of four, each group gets a flip-chart paper and a set of cards.
- Each group draws an iceberg on the paper with a horizontal line representing its floating line.
- Each group studies the keywords and places them on the visible or on the invisible part of the iceberg.
- The trainer presents the iceberg model developed by AFS (presented by APS Orientation Handbook, Vol. 4, pp. 14 New York: APS Intercultural Programs Inc., 1984);
- Each group compares their iceberg with the one presented by the teacher and explains why the authors of the "Iceberg concept of culture" have included only the first eight features on the visible part of the iceberg, while the other features represent the invisible side;
- Each group makes comments on the following statement: "the visible part of culture is merely the expression of the invisible part" and decides for each of the cultural aspects placed on the iceberg, if they are: easy to observe (E), difficult to observe (D) or they can be observed with a medium (M) trial in everyday life;
- Each group displays its poster, the participants visit the posters, and observe the vertical arrangement of the element, identifying those placed at the bottom of the iceberg.

Reflection/Evaluation:

- The trainer asks the participants to compare the icebergs and to discuss the differences and similarities between their products.

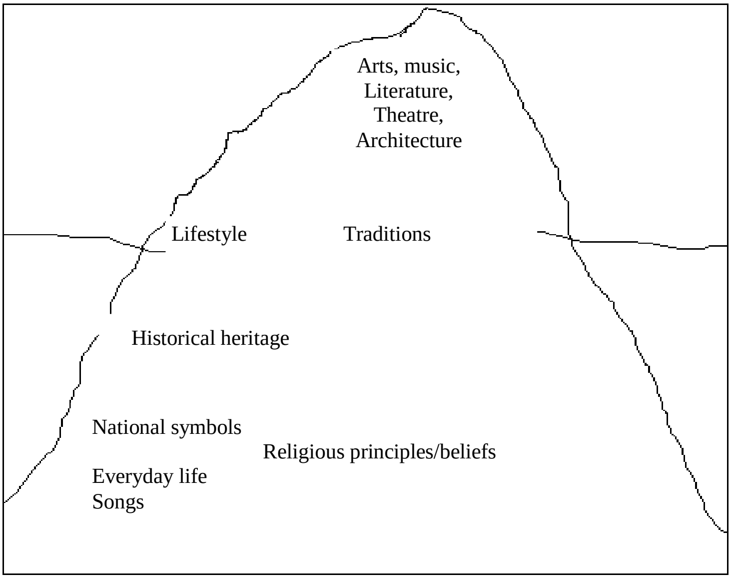
Anticipating difficulties:

- The trainer has to be prepared to help the participants decide whether an aspect belongs to the visible or invisible side of the iceberg.

Suggestions for follow up:

- The trainer could ask the participants to explain why the graphic organizer "iceberg" is appropriate to model the culture.

………………………………………………………………………………………………….



The cultural iceberg**.** http://www.doe.state.in.us/lmmp/pdf/iceburgofculture.pdf

Activity 2. “Cultural Iceberg” mode using photos

Target group: high school pupils and university students.

Focus: facilitate the understanding of cultural iceberg models to visual learners.

Objectives:

- to construct the cultural iceberg model with photos;
- to discuss the cultural aspects highlighted in the photos.

Working time: 30 minutes.

Resources: a computer network with Internet connection; flip-chart paper, glue; photo-camera.

Steps of the activity:

- Before the activity, each participant searches the Internet for different photos which illustrate cultural aspects and print them.
- Participants form groups of three, analyze the photos and select the most representative ones.
- Each group draws an iceberg on the flipchart paper and glues the selected picture on the iceberg.

Reflection/Evaluation:

- Each group displays and presents their work. Their colleagues ask questions and the members of the group respond to the questions and argument their opinion.

Suggestions for follow up:

- The trainer could ask students to elaborate their iceberg on the computer using a text or graphic editor program.

Activity 3. "Cultural Iceberg" models

Target group: high school pupils and university students.

Focus: comparison of different cultural iceberg models.

Objectives:

- to analyze different cultural iceberg models proposed by the specialist in the field;
- to compare different iceberg models in order to identify the similarities and differences;
- to explain the differences observed between different iceberg models.

Working time: 30 minutes.

Resources: a computer network with Internet connection; flip-chart paper, glue;

Steps of the activity:

- Each participant searches the Internet for different iceberg models and saves at least three models.
- Each participant compares the models and fills in the following table:

Elements, which appear on the surface in each studied model	**Elements, which appear under the surface in each studied model**	**Elements, which in some models appear on the surface and in other models, under the surface**

- Participants form groups of three and discuss why some elements are on the surface in some models and under the surface in other models.

Reflection/Evaluation:

- Each group distributes the elements on a vertical axis which extremities are "the most hidden" (bottom) and "the most visible" (top).

Anticipating difficulties:

- The trainer has to be prepared to help the participants to give links of iceberg models, if they can't find any.

4.3. Cultural Heritage

Cultural heritage is the mirror of humanity's development, and it is invaluable.

There are two components of cultural heritage: Tangible Cultural Heritage and Intangible Cultural Heritage.

UNESCO (2003) describes these two components:

> "The tangible cultural heritage refers to physical artefacts produced, maintained and transmitted from a generation to another. It includes products of human creativity that are invested with cultural significance in a society: works of art, buildings and monuments, instruments etc." (the natural environment is also considered part of cultural heritage, n.a.). "The intangible cultural heritage means the practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artefacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage. This intangible cultural heritage, transmitted from generation to generation, is constantly recreated by communities and groups in response to their environment, their interaction with nature and their history, and provides them with a sense of identity and continuity, thus promoting respect for cultural diversity and human creativity" (UNESCO's 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, art. 2.1).

There are five areas, in which intangible cultural heritage is manifested:

- Oral traditions and expressions (including language).
- Performing arts.
- Social practices, rituals and festive events.
- Knowledge and practices concerning nature and the universe.
- Traditional craftsmanship. (UNESCO's 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, art.2.2.)

Exercise 8: Analyze the content of UNESCO lists concerning:
List of Intangible Cultural Heritage in Need of Urgent Safeguarding.
Representative List of the Intangible Cultural Heritage of Humanity.
https://ich.unesco.org/en/lists
There are 470 elements mentioned in this database between 2008-2017, corresponding to 117 countries.

a) find out the events organized by your country.
b) argument the necessity/importance of this data base.

Activity 1. Cultural Heritage

Target group: high-school pupils from an international class.

Focus: valuing cultural heritage.

Objectives:

- to differentiate between tangible and intangible cultural heritage;
- to illustrate the elements of tangible and intangible cultural heritage;
- to compare elements of the cultural heritage belonging to different cultures.

Working time: 50 minutes.

Resources: a computer network with Internet connection; A4 papers, pencils.

Steps of the activity:

- Participants belonging to the same culture form groups of 3-5 members.
- Each group discusses about tangible and intangible cultural heritage to be able to give examples, then they fill in the following table:

Examples of Tangible Cultural Heritage	Examples of Intangible Cultural Heritage

- Based on the examples mentioned in the table, each cultural group prepares a presentation of their cultural heritage, selecting pictures, songs, short stories, historical data etc. found on the Internet.
- Each group nominates an ambassador who goes to another group to learn more about the national heritage of the cultural group they are visiting.
- Each group gives information concerning their national heritage to the ambassador who visits them.
- The ambassadors present to the whole class what they have learned about the cultural heritage of the group they have visited.

Reflection/Evaluation:

- Participants try to identify similar elements of national heritage of different cultures (similar habits and stories, expressions etc.)

Anticipating difficulties:

- The trainer has to be prepared to help the students find out information about cultural heritage on the Internet by suggesting links or key-words.

Suggestions for follow up:

- The trainer could ask participants to read the book by Pierre Boulle "La Planète des Singes/Planet of the Apes" and try to identify elements of the cultural heritage of the inhabitants from that planet.

Activity 2. Intangible Cultural Heritage of Humanity (project based learning)

Target group: high school pupils and university students.

Focus: deepen understanding of the Intangible Cultural Heritage of Humanity.

Objectives:

- to further develop knowledge about the content of intangible cultural heritage;
- to find interesting events of intangible cultural heritage by browsing the UNESCO list of Intangible Cultural Heritage of Humanity;
- to compare elements of the intangible cultural heritage belonging to different cultures;
- to identify an event of intangible cultural heritage that might be included in the list of UNESCO;
- to draw up a draft of the event's presentation, following the model of the other events presented on the UNESCO website (name, concepts, brief description, images, etc.)

Working time: 4 weeks; weekly meetings of 30 minutes.

Resources: a computer network with Internet connection; link to the site of UNESCO: https://ich.unesco.org/en/lists; meeting experts (optional); visiting museums (optional).

Steps of the activity:

- Participants form groups of three or four. Each group discusses about intangible cultural heritage to be able to give examples.
- Each participant studies the events on the list of Intangible Cultural Heritage provided by UNESCO (https://ich.unesco.org/en/lists) to find out a list of the five most interesting events; the participants have to give arguments concerning the selection they have made.
- Each group studies the list made by the group members and discusses the arguments why these events were included in the UNESCO list.
- Each group finds out the pattern of the presentation of events proposed by UNESCO:

  The elements necessary for the presentation of an event are:
    - ……………………....
    - ……………………....
    - …..............................
    - ………………………
    - ………………………
- Each group identifies a national event that might be included in the list of UNESCO and gives arguments concerning the representativeness of this event for a specific national and international cultural heritage (why it is important to introduce this event in the list of UNESCO).
- Each group prepares a presentation of the event (respecting the pattern of the events' presentation given by UNESCO);

Reflection/Evaluation:

- Participants have to identify (on UNESCO site) similar elements of intangible cultural heritage of different countries.

Anticipating difficulties:

- The trainer has to be prepared to help the participants find information on the Internet by suggesting links or key-words.

Suggestions for follow up:

- Each group of participants makes a film concerning the suggested event.

Activity 3. Intangible Cultural Heritage (Project based learning)

Target group: high school pupils and university students.

Focus: Being aware of the necessity of protecting the Intangible cultural heritage.

Objectives:

- to be familiar with the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage (purposes of the Convention, participating states and their role, measures to be put into practice for Safeguarding of the Intangible Cultural Heritage);
- to study the List of Intangible Cultural Heritage in Need of Urgent Safeguarding to identify factors that can affect the viability of an event;
- to find an element of the national Intangible Cultural Heritage in Need of Urgent Safeguarding.

Working time: 4 weeks; weekly meetings of 30 minutes.

Resources: a computer network with Internet connection; link to the site of UNESCO: https://ich.unesco.org/en/lists; meeting experts (optional); visiting museums (optional).

Steps of the activity:

- Participants form groups of three or four.
- Each group discusses the text of the 2003 Convention concerning "safeguarding":

> ‘Safeguarding’ means measures aimed at ensuring the viability of the intangible cultural heritage, including the identification, documentation, research, preservation, protection, promotion, enhancement, transmission, particularly through formal and non-formal education, as well as the revitalization of the various aspects of such heritage.

- Each group studies the events mentioned on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding to identify factors that can affect the viability of an event.
- Each group looks for a national event that might be included in the list of UNESCO and arguments the urgency of its protection;
- Each group prepares a presentation of the event (respecting the pattern of events’ presentation given by UNESCO).

Reflection/Evaluation:

- Participants establish measures which can be taken locally until international measures are in place.

Anticipating difficulties:

- The trainer has to be prepared to help the participants find information on the Internet by suggesting links or key-words.

Suggestions for follow up:

- Each group of participants makes a film concerning the event.

4.4. Cultural rights and cultural diversity

Cultural identity and cultural rights

The notion of "cultural identity" was introduced in the '60s as a form of struggle against the tendencies of standardization and disappearance of cultures, due to the technological development. The expression "cultural identity" is considered the sum of all the cultural references through which a person, individually or in community with others, defines or constitutes oneself, communicates and wishes to be recognized in one's dignity (Fribourg declaration, article 2, pp. 5).

In the documents of the Council of Europe the cultural rights are considered fundamental rights. These rights concern individuals as well as communities. People are seen as individuals and as members of groups. At the individual level, the cultural rights refer to the development of the person’s creative potential at the highest level, the development of his/her aesthetic senses, the development of knowledge, which must allow him/her to exercise his/her right to criticize. The term "cultural community" defines a group of persons who share references that constitute a common cultural identity that they intend to preserve and develop (Fribourg declaration, article 2, pp. 5). According to UNESCO, the cultural communities include ethnic, linguistic, religious, national and local communities, but also include artistic, scientific and productive communities etc. In the case of the communities, the cultural rights refer to their capacity of keeping, developing or spreading their values.

Fribourg Declaration of Cultural Rights groups the cultural Rights in the following areas:

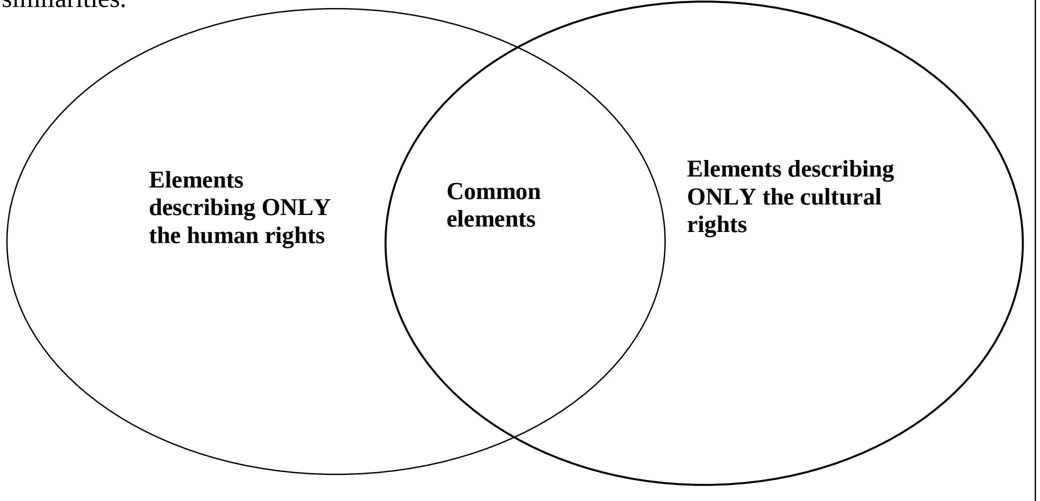
1. *Identity and cultural heritage.*
2. *Reference to cultural communities.*
3. *Access to and participation in cultural life.*
4. *Education and training.*
5. *Information and communication.*
6. *Cultural cooperation.*

The declaration offers a very explicit presentation of these rights. For example, *regarding the identity and cultural heritage the declaration specifies (pp. 5-6):*

> Everyone, individually or in community with others, has the right:
> a) to choose and to have one's own cultural identity respected, in the variety of its different means of expression. This right is exercised in interconnection with the freedom of thought, conscience, religion, opinion and expression;
> b) to know and to have one's own culture respected as well as those cultures that, in their diversity, make up the common heritage of humanity. This implies in particular the right to learn about human rights and fundamental freedom, as these are essential values to this heritage;
> c) to access, notably through the enjoyment of the rights to education and information, cultural heritage that constitutes the expression of different cultures as well as resources for both present and future generations.

Exercise 1: Present explicitly the other groups of cultural rights (2th-6th) and then confront your opinion with the content of the Fribourg Declaration.
http://hrlibrary.umn.edu/instree/Fribourg%20Declaration.pdf

Exercise 2: Find information on the Internet about the Human Rights. Elaborate a Venn diagram on the theme "Human Rights and Cultural rights". Analyze the differences and similarities.



In the 5th article of the Vienna Statement from 1993 it is mentioned that human rights, including cultural rights, are universal, independent, strongly related and of equal importance.

The cultural diversity
As the studies conducted on European level indicate, today it is difficult to consider a culture as a hermetic entity. Contemporary society is characterized by a plurality of cultures and by a system of mutual relationships that make these cultures influence each other. Our existence is influenced by the variety of cultures, which come across, oppose, combine etc. and finally transform and develop in a political context which is open and flexible. In a society where there are many cultures, it is extremely important to learn how to live together with the others, in order to fight better against discrimination and racism.
Cultural diversity refers to the multiple ways through which the cultures of different groups and societies can express themselves (UNESCO, 2002). In other words, cultural diversity includes all the components and forms of culture. In relationship with the cultural differences, cultural diversity may be exactly the ability to develop these differences.
The UNESCO documents specify the content of the concept of "cultural diversity" defining it properly as the different modalities through which the culture of different groups and societies find their expression (2005) and more general , as "a manifestation of the diversity of life on Terra" (2003). The concept is associated with the concept of

human diversity and with the concept of value: the value of languages, cultures, traditions, of some experiences and unique histories.

Cultural diversity is based on cultural inheritance, which is defined by the Worldwide Conference of political cultures as including the literary, scientific, musical and artistic works that belong to the artists or scientists who are known or to those who keep their identity hidden. Cultural inheritance includes both tangible and intangible works through which people express their creativity: languages, rituals, beliefs, places and historical monuments, literature, works of art, archives and libraries (The Worldwide Conference, 1982). UNESCO (2007) considers that the collective cultural inheritance is an indispensable resource, being a unique source of creativity, development and human renewal.

> **Exercise 3**: Write a free essay of two pages on the theme ”The cultural diversity of my country”.

Effective management of cultural variety can guarantee the rights of the citizens in a human, cultural and civil environment.

The key principles for the recognition and the management (protection, promotion) of cultural diversity (UNESCO, 2002) are:

1. Awareness and acceptance of cultural diversity:
- cultural diversity represents a daily reality especially due to the phenomenon of migration, which increases annually and makes the society become increasingly heterogeneous from a cultural point of view.
- cultural diversity represents more than a state of things that needs to be admitted and respected; it is a collective force that has to be used to guarantee a permanent development of the society.
- diversity is a wealth of human experiences built in various socio-cultural and physical contexts.

2. Promotion of cultural diversity:
- creation of conditions for establishing cultural cooperation;
- encouragement of cultural dialogues with the purpose of warranting a broad and balanced cultural exchange, which promotes the intercultural dialogue and the culture of peace;
- promotion of respect for the diversity of cultural expression and a better understanding of the cultural diversity on local, national and international level;
- promotion of interculturality by developing cultural interactions;
- elaboration and implementation of governmental and economic policies that are able to support cultural diversity, because this is dependent on the quality of life (on human prosperity and security, social cohesion, democracy, resources and cultural assets, on citizens’ participation in the life of their society).

3. Valorization of cultural diversity:
- stimulation of a community which recognizes the values and the benefits of a rich and various cultural society;

- active promotion of respect and harmony and discouragement of racism and negative stereotypes;
- increase of respect and tolerance towards differences: the contact with different individuals is challenging and stimulating and it enriches us.

4. Reduction of inequalities:
- acceptance of the rights of the communities with different national, religious, ethnic and linguistic backgrounds to practice, appreciate and spread their culture.
- free access to systems and procedures which allow the access to governmental services and programs.

5. Encouragement of participation in public and civil life:
- promotion of an inclusive society which provides opportunities to participate in public and civil life for everybody, without taking into consideration the culture they belong to;
- use of appropriate media and promotional channels as tools for ensuring access to governmental information;
- identification and elimination of the barriers which stand against participation in the life of society;
- recognition and valorization of open dialogue and commitment of keeping it that way;
- promotion of respect and dignity in personal and institutional life.

6. Promotion of social, cultural and economic benefits of cultural diversity:
- promotion of the benefits of cultural diversity, diversity represented by cultural and linguistic points of view and also by social, cultural and economic opportunities.
- reaffirming the importance of the link that culture and development have for all countries;
- awareness that cultural diversity does not disagree with the fundamental human rights, cultural rights being a part of the human rights. In fact, cultural diversity is built on the respect of fundamental independence, freedom of speech, freedom of conscience and religion, the right to participate in cultural life, according to free will.

Exercise 4: Read the principles mentioned above, select one and explain how it can be taught to primary school students, to high school students and to university students.

Starting with 2002, May 21 is celebrated as the **World Day for Cultural Diversity** for Dialogue and Development.

Activity 1. Intercultural class and its teacher

Target group: teachers participating in a training course.

Focus: principles and practices used in intercultural classes.

Objectives:

- to illustrate the principles which can be used in an intercultural class;
- to complete the list of the teacher's tasks to support an effective teaching-learning process in an intercultural class.

Working time: 120 minutes.

Resources: pairs of cards presenting the principles that support an effective teaching/learning in a classroom with international students and the teacher's tasks needed in order to put these principles into practice:

The principles that support an effective teaching-learning process in the classrooms with international students (as proposed by Deakin University)

The principle	**The teacher**
A quality teaching process that responds to the needs of all students or groups, without excluding anyone.	- takes into consideration the cultural variety of the class, does not make differences based on ethnic belonging, culture, age, sex, socio-economic status, ways of learning etc.
A respectful and equal treatment of all the pupils, regardless of their nationality, culture, sex etc.	- is respectful to all his/her pupils, irrespective of their cultural characteristics. Sometimes in schools the teachers' or pupils' behavior regarding female pupils is discriminating, and is based on cultural inheritance.
The developing of a mutual confidence and a positive classroom environment.	- values interpersonal communication; - promotes transparency, honesty and mutual confidence; - makes clear to the pupils the rules and the requirements regarding their behavior towards their colleagues and teachers and regarding the communication between them.
Direct and indirect knowledge (based on documentation) regarding their students in order to be aware of their needs and wishes, of what is important for them, of the way they understand their cultural identity etc.	- learns about the countries and cultures his/her pupils come from. - tries to find information about the pupils' cultural background. - organizes activities which give him/her the opportunity to know the pupils better.
The teacher provides appropriate conditions for the pupils in order to get to know each other better.	- organizes activities of interpersonal appreciation, trips, shows etc.

The promotion of a positive relationship between the pupils and between the pupils and the teachers.	- displays a balanced behavior, neither too distant or official nor too familiar. - ensures that the pupils see him/her as humane as they are, being interested in getting to know them better and being prepared to support them.
Providing a comfortable study environment.	- ensures that the pupils become familiar with the school environment. - maintains the study environment at the required standards.
A constant support given to the pupils (pupils are humans, not numbers).	- has to accurately and on time find out the special needs of learning, the interests and the problems that the pupils have. - has to identify the obstacles which affect the communication and the collaboration between him/her and the pupils. - has to support the pupils when they confront with difficult situations. - must constantly take care of their physical and mental development.
Diverse and positive interpersonal communication	- should vary the strategies of interactive communication and cooperation that take place with and between pupils, by combining the spoken or written face to face communication with the online communication. - has to avoid using only the face to face communication. There are students who, because of their cultural background, have some reserves concerning face to face communication and they are willing to communicate on-line.
The use of cultural diversity in order to enrich the learning activities.	- has to identify strategies through which the pupils can benefit from the cultural diversity in the classroom during learning activities.
Promoting sense of humor.	- should create and maintain a healthy sense of humor in the classroom, in order to look more human and more approachable to students from other cultures. - should avoid the situations in which humor can be perceived differently by students because of their cultural background.

Steps of the activity:

- Each participant draws a card, reads the text and finds the pair of the card. Teachers, who draw the pair of the cards will be in the same group.
- Each group extends the list of teachers' tasks and describes a concrete situation illustrating the principle based on the experience of the group members.
- Each group presents the principle illustrated by the concrete situation.
- Participants discuss about these situations (suggestions of solutions, actions etc.).

Reflection/Evaluation:

- Each group reformulates the presented principle for intercultural communication situations.

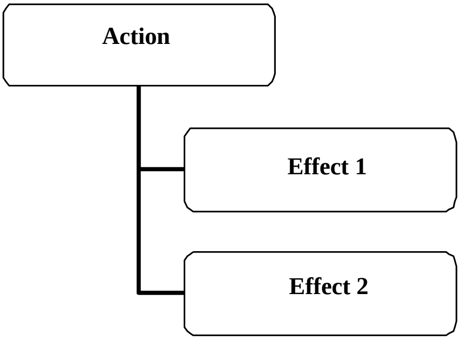
Anticipating difficulties:

- The trainer has to be prepared to help those participants who don't have students belonging to different cultures in their classroom.

Suggestions for follow up:

- Participants create a graphic organizer (given below) for describing the effects that the teacher has in promoting cultural diversity in the classroom.

What effects can you find?
Give two effects for each action.



Activity 2. Associate the keywords of each photo concerning cultural diversity

Target group: high school pupils and university students.

Focus: Identification of the key-message of a photo.

Objectives:

- to formulate the message of a photo;
- to identify the key-word(s) which represent this message.

Working time: 30 minutes

Resources: a printed photo (the same photo for each participant); a set of 20 key-words which illustrate aspects of the cultural diversity, printed on a paper and cut out (a set for each participant);

- paper for the poster, glue, and a crayon.

Steps of the activity:

- Each participant gets a photo, formulates the message of the photo, and puts the appropriate key-words next to each photo.
- Participants form groups of three and compare the keywords.
- Each group selects the common key-words and formulates the message of the photo using all of the selected key-words.
- Each group presents the formulated message.

Reflection/Evaluation:

- Each group presents the way in which they associated the cultural message of the photo with the suitable key-words.

Anticipating difficulties:

- The trainer has to be prepared to explain the significance of some keywords or to provide a dictionary.

Suggestions for follow up:

- Participants extend the list of the key-words which can describe cultural diversity.

Activity 3. A newspaper article based on a set of photographs regarding cultural diversity

Target group: high school pupils and university students.

Focus: the same event could be interpreted in different ways by different persons, based on their cultural background.

Objectives:

- to present a material concerning the cultural diversity in a newspaper (both text and images);
- to illustrate the way in which the same event can be perceived in different ways according to the cultural background of the individuals.

Working time: 90 minutes.

Resources: a computer network linked to the Internet, a video projector; a set of ten printed photographs, downloaded from the Internet, concerning a certain event.

Steps of the activity:

- Participants form groups of three, each group gets a set of photos and information about the event presented in the photos.
- Each group writes an article about the event, based on the photos and the given information.
- Each group sends their article to another group, by e-mail.
- Each group compares their article with the one they received by e-mail.

Reflection/Evaluation:

- Each group analyzes and presents the similarities and differences between the articles, using the Venn diagrams.
- Whole class discussion about how cultural background influenced the participants in interpreting the photos when writing the article.
- Whole class discussion about the accuracy of the information given by the media (TV, radio, newspapers).

Anticipating difficulties:

- The trainer has to be ready to offer information and examples of newspaper articles that show the way in which the same event can be interpreted in different ways.

Suggestions for follow up:

- Participants, as homework, search in the local and national newspapers, in the news reports and on the Internet, information indicating different interpretations of the same event.

5.
The intercultural competence



Francesco Mastromarino
Italy

Finalist, 2007

5.1. Elements of intercultural competence

Cross-cultural vs intercultural

Cross-cultural and intercultural are two terms frequently considered as being interchangeable. Marginson & Sawir (p.17) put in evidence the differences between these terms.

Cross-cultural relationships between two or more individuals do not necessarily mean that their identities, including their cultural identity change during that interaction, though that is possible. Instead, intercultural relations are characterized by a potential for mutual transformation. There are two conditions regarding intercultural relations: "First, it is essential to have common elements (language, a shared mission or activity, etc.) Second, both or all parties need to be willing to open themselves up to some extent, allowing themselves to be influenced by the other(s) … The elements of openness and reciprocity are key, distinguishing intercultural relations from all other cross-cultural relations." (ibidem)

> **Exercise 1.** Check on the internet different opinions about the difference between cross-cultural and intercultural. Are you sure about the credibility of the identified sources? Give arguments.

Intercultural competence

The concept of **intercultural competence** has been used in studies regarding effective communication in the intercultural field, accommodating to other cultures, intercultural learning, the value of intercultural experience etc.

Hammer, cited by Paige (Bennett, 2015, p.202), underlines that intercultural competence occurs together with a deep understanding of culture.

Deardorff (2009, pp. 7, citing Spitzberg, 1989) defines intercultural competence as:

> "the appropriate and effective management of interaction between people who, to some degree or another, represent different or divergent affective, cognitive, and behavioral orientations to the world. These orientations will most commonly be reflected in such normative categories as nationality, race, ethnicity, tribe, religion, or region. To a large extent, therefore, intercultural interaction is tantamount to intergroup interaction. It is important to point out, however, that groups do not interact—individuals interact".

Intercultural competence includes a set of knowledge, skills and attitudes that allows a person to appropriately and effectively manage relations with persons of different linguistic and cultural background, in a variety of cultural contexts (Portera & Grant, 2017, pp.27; Bennett, 2015, pp. XXiii).

The concept is defined at the intersection of the terms “culture” and “competence”.

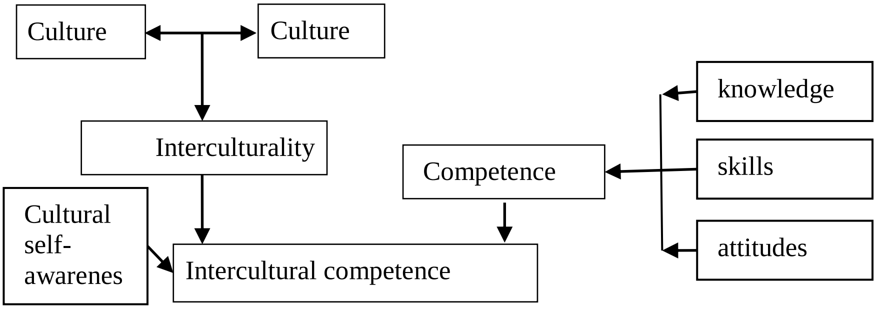


Figure 1. *Elements that form intercultural competence*

Paige (in Bennett, 2015, pp.205) underlines the importance of cultural self-awareness for intercultural competence. Cultural self-awareness involves recognizing culture's influence in one's life/the lives of others and by extension, understanding how much culture matters. Also, cultural self-awareness allows people to make comparisons between cultures and to identify cultural differences and congruities.

In terms of culture and skills, intercultural competence can be defined as:

- the ability to adapt your attitude, behavior and knowledge in the interaction with people from other cultures;
- the ability to manifest openness, flexibility and a positive attitude towards people of different cultures;
- the ability to review your beliefs and values from the perspectives of other cultures, etc.

Rakotomena (2005, pp. 668-691) reviews intercultural studies from various authors and identifies a set of definitions. According to these views, some definitions of intercultural competence are given in Table 1.

Table 1. Definitions of intercultural competence

Concepts	**Author/Year**	**The definition of intercultural competence**
Ability	Gertsen (1992)	The ability to work effectively in another culture.
	Brittner & Reisch (1994)	The ability to manage effectively the cultural aspects of work and to enjoy the intercultural synergy.
	Iles (1995)	Intercultural competence involves more than taking into account the differences between the belonging culture and another culture but also involves a positive communication and integration. It involves a cognitive level, a communicative level and an affective level.
	Flye (1997)	The ability that allows you to analyze and understand the situations of interaction between people and between groups with different cultures and to manage these situations.
	Rakotomena (2005)	The ability to understand and analyze what is different in another culture, to adapt, evolve and achieve goals in a different culture.

Set of abilities	Fantini (1994)	Three areas of abilities: - the ability to develop and maintain relationships; - the ability to communicate effectively and accurately with minimal distortions and omissions; - the ability to receive approval of others and to work with them.
	Rakotomena (2005)	A set of abilities required for a successful interaction with a group of people from a different culture.
Results	Rakotomena (2005)	The results of the interaction between: - the communicative dimension (aspects related to verbal and nonverbal communication: language, pantomime, gestures) and behavior (aspects related to attitudes: respect, flexibility etc.) - the cognitive dimension (knowledge regarding the concept of culture: their culture, another culture, for example); - the affective dimension (aspects related to the sensitivity towards other cultures and understanding other cultures) (Gertsen, 1992; Iles, 1995).
Aptitudes	Barmeyer (2004)	A set of analytical and strategical skills that broaden the interpretations and actions of the individual in the context of interpersonal interactions with members of other cultures.
Conscious ness	Bender (1996)	A critical self-consciousness of the typical characteristics of other cultures.

Exercise 1. Extend the list of definitions presented above, based on the documentation presented in the literature. Then develop your own definition.

Components of intercultural competence - different perspectives.

In order to explain the components of intercultural competence, specialists used graphic organizers (table, pyramid, iceberg, etc.) Four models are presented below.

a) *Rakotomena's model.* The elements of intercultural competence are outlined in the table presented below (adapted by Rakotomena, 2005, pp. 668-691):

Table 2. The elements of intercultural competence (Rakotomena, 2005)

Categories	Elements
Knowledge	Knowledge of the concept of culture, knowledge of one's own self culture, knowledge about the culture with which they will interact.
Abilities	Behavioral abilities, adaptation abilities, relational abilities, the ability to negotiate, the ability to solve conflicts arising from the misunderstanding of the facts and events, the ability to persevere for a permanent understanding.
Aptitudes and features of personality	Cosmopolitism, flexibility, open spirit, empathy (the ability to manifest cultural empathy), tolerance (tolerance towards uncertainty), the ability to make agreements in equivocal and unpredictable situations, the spirit of initiative, intelligence, interdependence, optimism, humility and sense of humor.
Psychological and emotional resources.	Motivation, risk pleasure, the ability to manage stress.

Exercise 2. Analyze the definitions of intercultural competence presented above and identify in their content the categories of elements mentioned in the previous table. Review your definition of Intercultural competence using the identified elements.

b) *Deardoff's model* (2004)

The following models consider intercultural competence as a set of elements organized hierarchically (model proposed by Deardoff, 2004) or dimensionally (model proposed by Audras and Chanier, 2007).

Deardorff (2004) proposes a pyramidal model of intercultural competence (see Figure 2).

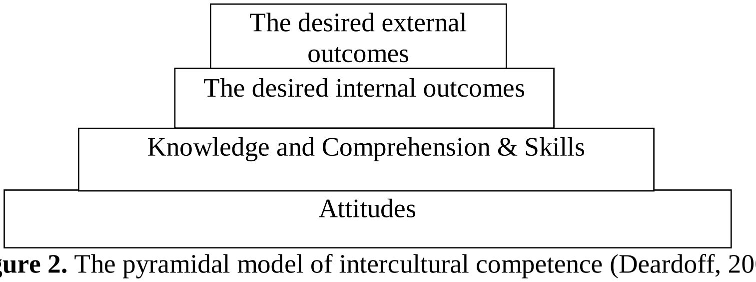


Figure 2. The pyramidal model of intercultural competence (Deardoff, 2004)

Each level of the Deardorff (2004) model supposes the possession of the outcomes mentioned at the inferior levels. Thus, developing the external outcomes - "effective and appropriate behaviors and communication" – internal outcomes as are adaptability, flexibility empathy and ethnorelative view means to have necessary attitudes, knowledge, understanding of and skills. The Deardorff model also focuses on development of skills such as: listening, observation, explaining, analyzing, evaluating, relating (predict and anticipate, communicate n.a.) and on knowledge and comprehension of cultural awareness, culture (deep understanding) and sociolinguistic awareness. Several attitudes are mentioned in relation with this model: respect (of other cultures and of cultural diversity), openness towards people from different cultures, open mind (the refusal of prejudice, the tolerance of ambiguity and uncertainty), interest and curiosity.

Exercise 3. Describe each element of the Deardoff model referring to your personal experience.

In 2006, Deardorff offers a new perspective on her model, presenting it as a learning cycle with four stages, the attitudes stage being the entrance to the cycle.

Exercise 4. Describe each element of the Deardoff model referring to your personal experience.

c) *Deardoff's model* (2015)

Table 3. The elements of intercultural competence (minor adaptation of the Deardoff's model, in Bennett, 2015, pp. 218, pp.55)

Categories	Elements
Knowledge	• *cultural self-knowledge and awareness*; • *knowledge of other cultures*; • *knowledge of other languages*; • *contextual knowledge.*
Abilities	• *Listening/attentiveness to the content of the interaction* (verbal and nonverbal behavior). • *Observing thoughtfully the persons* perceived as culturally different *and practicing self-observation* - paying attention to all the cues in an interaction, especially the nonverbal cues. • *Reflecting, mindfulness, critical self-reflection/selfmonitoring and confidence.* • *Perspective taking/changing and empathizing.* • *Communicating (*verbal and nonverbal communication) and the *awareness of others' communication styles.* • *Active participation/engaging in intercultural interactions* (not only observing) - using knowledge in a cognitively complex way to understand one's/other's experience. • *Cooperating* with individuals from different cultures (as a necessary condition to build intercultural competence). • *The ability to decode and code shift* as necessary in intercultural interactions.
Attitudes	• *open-mindedness* - refraining from judgment or making assumptions about others; • *curiosity* - the desire to learn more about others and other cultures, and seeking to understand; • *respect* - valuing the other as a fellow human and recognizing that respect manifests itself differently in behavior, depending on the culture; • *tolerance* of those who differ and of ambiguity (not knowing); • *sensitivity to and flexibility* in dealing with cultural differences; • *intercultural responsibility**

*Bennett (2015, pp.142) proposes to introduce "a new concept, that of intercultural responsibility, which aims at highlighting the social, relational, civic, and ethical components of intercultural competence".

Exercise 5. Deardoff affirms that his pyramidal model illustrates a transition from the personal level of attitudes to the interpersonal and interactive level of results. Explain Deardoff's statement.

d) *Audras and Chanier's model*

Audras and Chanier (2007) define intercultural competence at the level of the axis presented below:

- *To know to be/savoir-être* (the existential level of competence). This level refers to the attitude of openness and reflection over other cultures and over the culture with which one gets in contact;
- *Knowledge/savoirs* (the level of declarative knowledge). This level refers to the knowledge of the cultures with which one gets in contact and to the knowledge of communication with another culture;
- *To get to understand*/savoir comprendre, to learn/savoir apprendre and to do/savoir faire (the level of skills and know how). This level refers to the development of skills of documentation in a different culture, to the understanding of the events or documents that concern another culture, to acquire new knowledge for intercultural purpose etc.
- *The availability to engage*/savoir s'engager (action level). This level seeks the critical assessment (critical cultural awareness) of cultures in contact and the engagement of negotiating the compromises for the self and for the others etc.

Exercise 6. Compare Deardoff's models with the model proposed by Audras and Chanier and highlight the similarities and differences between them.

Intercultural competence includes a meta-competence level for teaching in multicultural classes (Born-Lechleitner & Glaser, 2014, p.60).

Exercise 7. Reflect on the opinion of Sebera about intercultural competence.

> "Although understood and practiced in a specific cultural environment, intercultural competence is not just about learning how to be more successful in one specific cultural setting. Rather, it is a **metacompetence** that is beneficial to a variety of levels in any intercultural setting that one enters in while abroad or within one's own country." (Sebera, in Bennett, 2015, pp. 55)

Do you agree with this perspective about intercultural competence? Motivate your opinion.

Intercultural communication competence

Intercultural communication is communication between people with differing cultural identities. Good intercultural communication contributes to having an open mind to other cultures and with reference to persons having other cultural identity, helps people to overcome ethnocentrism, and finally contributes to understanding, transforming and creating culture and identity.

Intercultural Communicative Competence Model of Byram (1997, pp.98) depends on two broad categories of skills: (1) interpreting and relating and (2) discovery and interaction.

Gao (cited by Kulich & Wang in Bennett, 2015, pp. 460) suggests that Intercultural Communicative Competence Model focuses on (1) communicative competence (linguistic, pragmatic, and strategic competence) and (2) intercultural competence (sensitivity to, tolerance of, and flexibility in dealing with cultural differences).
It may be said that to a great extent intercultural communication competence is centered on the culturally shaped relationship aspects of communication.

Activity 1. Understanding the elements of intercultural competence

Target group: teachers, high school and university students

Focus. Correct use of the terms which describe the elements of intercultural competence.

Objective:

- to define the terms used to describe the elements of intercultural competence (for example cultural awareness, cosmopolitism, flexibility, open spirit, cultural empathy, tolerance and tolerance towards uncertainty etc.)

Working time: 50 minutes

Resources: computers (without access to Internet); video projector.

Steps of the activity:

- The trainer projects a list of terms describing elements of intercultural competence in a Power Point Presentation where each term is written on a slide and exposed for 30 seconds; participants are not allowed to take notes.
- Each participant recalls the terms and defines them.
- Participants form pairs. Each pair discusses the definitions and agrees on one or more definitions of the same term.
- Each pair presents to their colleagues the terms they have recalled and their definitions. The trainer notes the alternative formulations elaborated by participants with reference to a given term.
- Whole class discussion about the definitions given for the terms used to describe the elements of intercultural competence in order to understand the correct meaning of each term used in a cultural context.

Reflection/Evaluation:

- Each participant gives an example for every term.

Follow up activity:

- Participants try to find a representative image for each term presented on the slide.

Activity 2. Definition of intercultural competence

Target group: teachers participating in a training course.

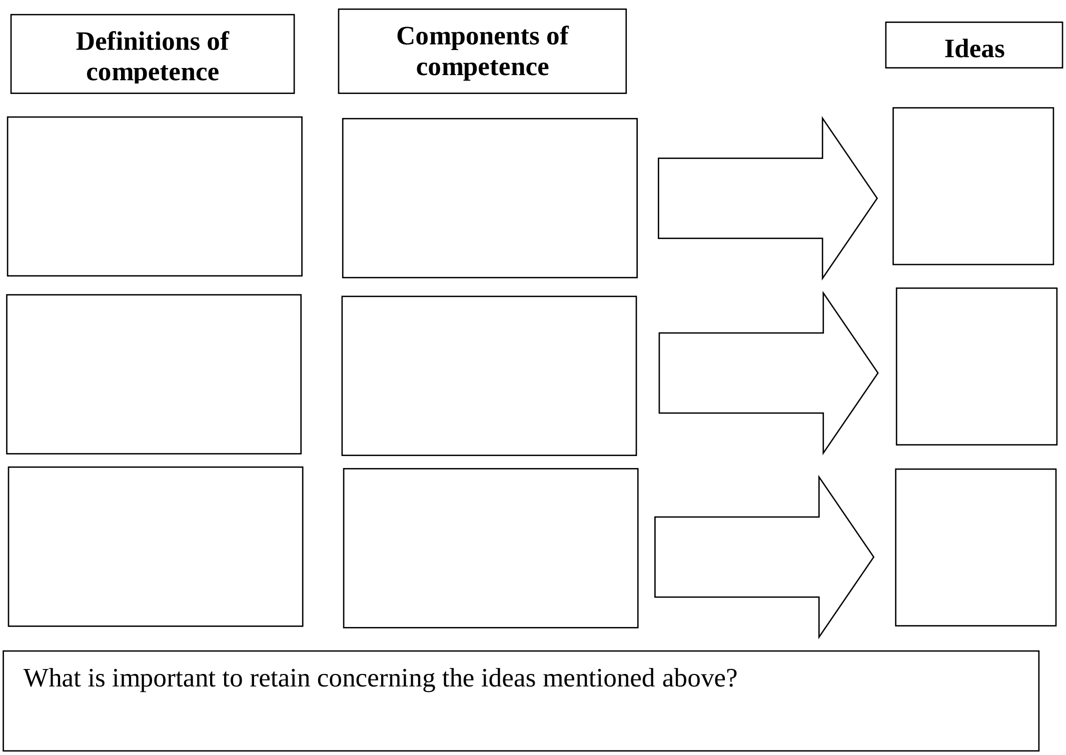
Focus: the students' perspective on intercultural competence.

Objectives:

- to express opinion regarding intercultural competency by means of a graphic organizer.;
- to identify a definition of intercultural competence which may be used as a working definition.

Working time: 120 minutes

Resources: the scheme of the graphic organizer to be filled out:



Steps of the activity:

- Participants form groups of four.
- Each group gets the scheme of the graphic organizer and identifies the characteristics of intercultural competence using the definitions listed in Table 1 and the components of intercultural competence (Table 2, Figure 2).
- Each group formulates a definition of intercultural competence which is agreed by the whole group.

Reflection and evaluation:

- Each group of participants presents their graphic organizer.
- Each group compares the graphic organizers and discusses the differences and similarities between them.

Activity 3. Fantini's opinion about the elements of intercultural competence

Target group: teachers participating in a training course.

Focus: consciousness, as the most important element of intercultural competence.

Objectives:

- to express an opinion on Fantini's idea about the dominant element of intercultural competence;
- to analyze critically the definition of intercultural competence formulated by Fantini.

Working time: 40 minutes

Resources: a text illustrating Fantini's perspective regarding the elements of intercultural competence:

> According to Fantini (1994) in the design of the intercultural competence we can find five dimensions: awareness (critical awareness), attitudes, skills, knowledge and language skills (communication in the host language). Of these, shows Fantini, consciousness (of self, of others) is considered by many researchers to be the most important dimension. It involves exploration, experimentation and experiences. It is reflective and introspective. It can produce a transformation at the level of the self and a transformation of the self in relationship with others (social situations). It is also related to critical attitudes and creativity. Developing awareness (of self, of others) must be the main concern of trainers in intercultural education.

Steps of the activity:

- Participants form groups of four, each group gets the text to be studied.
- Each group identifies the characteristics of intercultural competence as it results from Fantini's definition.
- Each group formulates a conclusion about Fantini's opinion on the importance of self-consciousness for an effective human interaction.
- Each group presents their ideas.

Reflection and evaluation:

- Each group evaluates Fantini's opinion.

Anticipating difficulties:

- There are people who challenge the opinions of others only because they like to confront ideas. The trainer should prevent these situations by giving them a schedule.

Activity 4. Dialog between people in a photo

Target group: high school pupils and university students.

Focus: communication between people belonging to different cultures.

Objectives:

- to develop empathy in order to identify with a person who belongs to another culture;
- to develop efficient communication skills.

Working time: 50 minutes.

Resources: one picture (picture with 2-4 people, belonging to a culture that is different from the participants' culture).

Steps of the activity:

- Each participant gets the photo and answers the following questions:
    - Who are the people in each picture?
    - What are they doing?
    - What had they done before the moment of the photo?
    - What will they do afterwards?
- Participants form groups; the number of people from a group should be equal with the number of people from the photo.
- Each group elaborates a scenario about what happened before the moment of taking the photo and after, putting together the group members' ideas.
- Each group member identifies with a person in the photo and then writes a short dialogue between the people in the photo using the Deardoff's model of intercultural competence (see Table 3).
- Each group presents their dialogues and relates it with Deardoff's model.

Reflection and evaluation:

- Each group discusses about the difficulties they had in identifying with the people in the photo.

Anticipating difficulties:

- Frequently, students are not creative. Thus the trainer should encourage the participants' creativity.

5.2. The intercultural competence as a transformational process

Taylor (1994, pp. 389-408; Taylor in Davis & Cho, 2005) does not consider intercultural competence a result of an activity (a sequence of learning or an experience), like the majority of researchers do. He defines intercultural competence as a process of transformation that supports the development of the adaptive capacity and of the adaptation to another culture.

Intercultural competence is a developmental process in which the knowledge about the belonging culture and group, about the different cultures and groups – acquired in a learning process - gradually evolves towards intercultural knowledge, towards attitudes and flexible behaviors that are effective in different situations of intercultural interaction.

Thus, intercultural competence is a process of transformational learning (with a cultural/inter-cultural aspect). This process is personal and progressive, according to Bennett (apud Elliott, Sockalingam & Adams, 1999) and is made in steps.

Bennett (apud Elliott, Adams & Sockalingam, 1999) describes six stages of the development of intercultural sensitiveness in response to cultural difference. These stages are presented in Figure 1. The first three stages are named "ethnocentric" and the next three "ethno relative”:

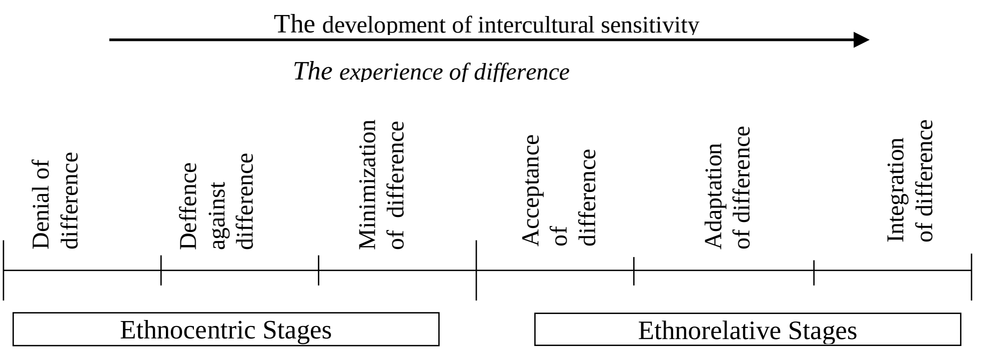


Figure 1. *The development of intercultural sensitivity (Bennett’s model)*

To exemplify Bennett’s model we illustrate the four stages of intercultural sensibility which correspond to the level of empathy:

- the incapacity of accepting the existence of cultural differences;
- the tendency of seeing the cultural differences as being strange and a state of confusion towards behaviors considered to be ”strange”;
- the raise of questions regarding the different ways in which others perceive, feel and react. The intuitive tendency of seeing things also from another’s point of view;
- the acceptance of the other as an individual who acts coherently, on the basis of his own culture.

Exercise 1. Solve the puzzle regarding Bennett's model of intercultural sensitivity putting in relation stages, explanations and examples in the next table. Give more examples to illustrate each stage.

Stages	Explanations	Examples
Integration	Acceptance of the others. Respect of differences in behavior and values.	- bilingual schools;
Adaptation	The recognition of the others. Great hostility and negative feelings towards them. Differences are perceived as a danger for own group.	- prejudice towards Jews and Gypsy people in the Second World War;
Acceptance	Absorbing and integrating some aspects of behavior and values of "others" into our culture, but keeping our own culture, too.	- integration of traditions;
Minimization	Complete denial of the others as different ways of human existence.).	- black slaves have not been treated as human beings;
Defence	Full respect and empathy towards others. Adaptation of personal behavior depending on cultural context.	- parallel use of the same church;
Denial	Tolerance to the existence of the others. The minimization of the differences between groups.	- "We are all children of one God" (My God);

Another developmental model of intercultural competence is offered by Cross (1989). In this model the development of intercultural competence is structured in six stages, some of these being correlated with those from Bennett's model:

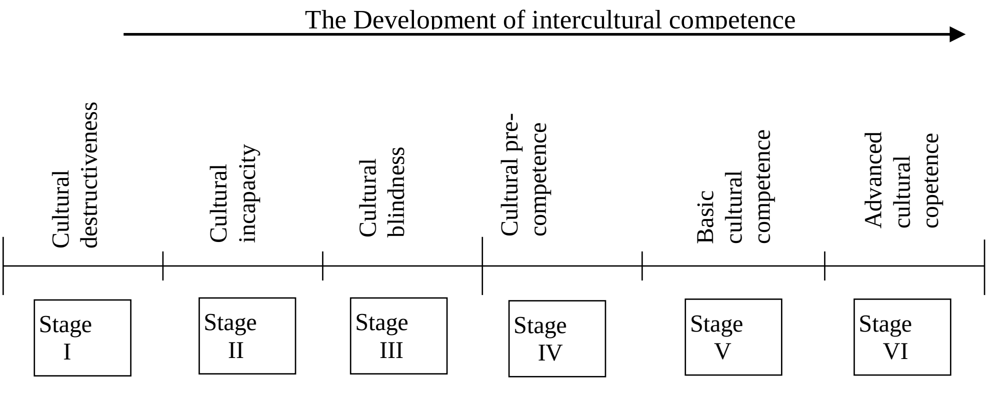


Figure 2. The development of intercultural competence (Cross's model).

Exercise 2. Solve the next puzzle regarding the model of Cross of the intercultural competence (choose which of the explanations referring to individuals and organizations presented on the right side of the table below can best fit the stages presented on the left side).

Stages	The individuals and the organizations
Stage VI *Advanced cultural competence*	The individuals and the organizations: - accept and appreciate the cultural differences; - appreciate the diversity and respect the differences; - understand and manage the dynamics of difference when many cultures interact; - are willing to examine the elements of cross-cultural interactions (communication, solving problems etc.)
	At the institutional level the services are so ethnocentric that they are ineffective for everybody. Despite their ineffectiveness they are accepted by the majority of individuals.
Stage V *Basic cultural competence*	The individuals: - pass beyond accepting, appreciating and understanding different cultures and actively educate people who are less informed about cultural differences; - seek out knowledge, develop competencies of interacting in different contexts, feel comfortable in a multicultural environment;
	At an institutional level there is an attempt of taking into consideration the diversity, for example by organizing some training of cultural sensitivity etc.
Stage IV *Cultural pre-competence*	The individuals and the organizations: - admit the fact that there are cultural differences and start to educate themselves and the others concerning these differences; - admit their own shortcomings concerning the interactions with other cultures; - can become contented by looking at the acceptance of the cultural differences;
	At an organizational level, the institution hires specialists with intercultural competencies.
Stage III *Cultural blindness*	The individuals: - are characterized by a lack of cultural awareness and skills; - have been assimilated in a homogeneous society, have been taught to behave in a certain way and never to question this behavior; - believe in the racial superiority of a dominant group; - support stereotypes;
	At an institutional level, there can be observed an effort of hiring people without cultural prejudices, of seeking help from the minorities.
Stage II *Cultural incapacity*	The individuals and the organizations: - view culture as a problem; - believe that a culture can be suppressed or destroyed; - are convinced that a culture is superior in comparison to the others and that the inferior cultures should be eradicated.
	At the organizational level there is an acceptance of segregation and lower expectations from the people that belong to another culture.
Stage I Cultural destructiveness	The individuals: - see others from the perspective of their own culture and claim that all people are exactly alike, without taking into consideration the cultural differences; - believe that all people should be treated in the same way, regardless of race etc.

Exercise 3. Illustrate the Cross's model referring to historical events, facts and characters.

Another type of model is a "cyclic organizer" used by Deardorff (2004 apud Deardorff, 2006) to specify the relationship between the degree of intercultural competence and the degree of attitudes, knowledge and skills achieved.

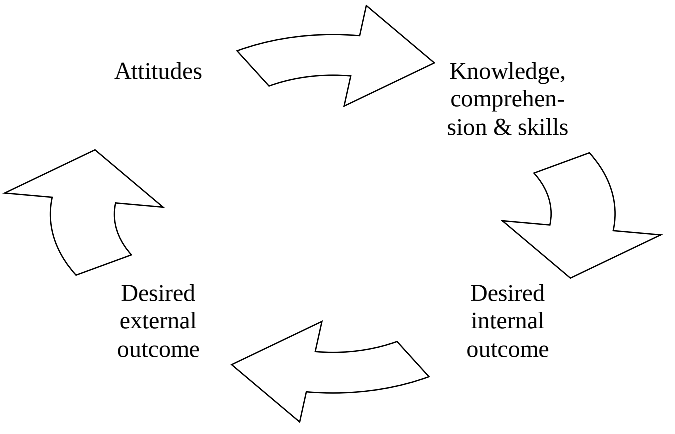


Figure 3. The Process Model of Intercultural Competency (Deardorff, 2004)

Exercise 4. Explain the process model of intercultural competence.

Activity 1. Bennett's developmental model of intercultural sensibility

Target group: high school pupils and university students.

Focus: the illustration of the stages of Bennett's developmental model of intercultural sensibility.

Objectives:

- to illustrate the stages of Bennett's developmental model of intercultural sensibility.

Working time: 50 minutes.

Resources: Bennett's model on handout.

Steps of the activity:

- Each participant solves Exercise 1 and confronts his/her solution in the class.
- Each participant gives an example of a life situation for each stage of Bennett's model of intercultural development.
- Participants form groups of five and discuss the examples.

Reflection/Evaluation:

- Each participant gives an example of his/her personal development after taking part in this course.

Anticipating difficulties:

- The trainer has to be prepared to help the participants to identify the characteristics of each stage of Bennett's model.

Activity 2. Bennett's model of developing intercultural competence

Target group: high school pupils and university students.

Focus. exemplifying the stages of Bennett's model of developing intercultural sensibility.

Objectives:

- to exemplify the stages of the intercultural sensibility model.

Working time: 30 minutes

Resources: cardboard disk on which it is written: "Intercultural Competence".

Steps of the activity:

Before the activity:

- Participants study the Bennett model and look for materials describing stages of cultural sensitivity (stories, photos, etc.)
- The trainer removes the tables and forms a circle from the chairs. The teacher puts the cardboard disk in the middle of the circle. With a piece of chalk the teacher marks on the floor the stages of development of intercultural sensibility (the Bennett model), as concentric circles.

During the activity:

- Participants sit outside the last circle.
- Each participant describes a situation of manifestation of intercultural sensibility selected from his / her own experience, from the Internet, from a photo etc.
- Participants discuss and decide about the stage of development of intercultural sensibility of the situation presented.
- When participants agree with the stage of development of intercultural sensibility of the situation presented, they move their chair into the circle corresponding to that specific stage from Bennett's model.

Reflection/Evaluation:

- Each participant gives an example of his/her personal experience indicating the stage of intercultural sensitivity to which this example refers.

Anticipating difficulties:

- If the activity lasts too long, students can get tired or bored. In case of more participants, to avoid this situation, the trainer forms groups of three, each group presents a situation based on the materials brought by the group members. They also decide the stage of intercultural sensitivity to which their situation refers. If the class agree, they place a note with the presented situation in the circle corresponding to that stage from Bennett's model.

Activity 3. Cross's model of developing intercultural competence

Target group: high school pupils and university students.

Focus. illustrating the stages of Cross's model of developing intercultural competence.

Objectives:

- to illustrate the stages of intercultural competency model.

Working time: 50 minutes

Resources: Cross's model on handout.

Steps of the activity:

- Each participant solves Exercise 2 and confronts his/her solution in the class.
- Each participant gives an example of a school life situation for each stage of Cross's model of intercultural development.
- Participants form groups of five and discuss the examples.

Reflection/Evaluation:

- Each participant gives an example of his/her personal development after taking part in this course.

Anticipating difficulties:

- The trainer has to be prepared to help the participants to identify the characteristics of each stage of Cross's model.

5.3. The profile of a person who is competent in the intercultural field

Intercultural competence is "the ability to interact effectively and appropriately in intercultural situations; it is supported by specific attitudes and affective features, (inter)cultural knowledge, skills and reflection". (Stiftung & Cariplo, 2008, pp.4).
The individual who possesses intercultural competence shows, beside communication and cognitive skills, behaviors and feelings like: positive attitude, empathy, adaptive motivation, respect, patience, interest, curiosity, openness, sense of humor, tolerance for ambiguity, wisdom of not judging the others and behavior flexibility.

More accurately, as Vulpe, Kealey, Protheroe and MacDonald (2000) show, the Canadian Service of Foreigners emphasizes the characteristics of the person who is efficient in the intercultural domain (IEP). Thus, these individuals possess:

- adaptive skills - manage effectively within the personal, professional and family contexts the challenges required by the interaction with another culture;
- attitudes of respect and humility – show an attitude of modesty towards their own culture; when they are in another culture they are aware of the lack of knowledge regarding the local context and thus they are eager to learn more and to consult with the locals before taking decisions;
- understanding of the concept of culture – they understand the concept of culture and are influenced by the life abroad;
- knowledge of the host country and its culture – they possess knowledge about the host country and its culture and constantly strive to extend this knowledge;
- building relationships – they possess skills to build strong relationships in the social/personal and professional domain;
- knowledge of the self – they have knowledge of their cultural background, of their motivations, constraints, weaknesses and skills.
- intercultural communication – they possess efficient intercultural communication skills;
- organizational skills – they try to improve the quality of the organizational structure and of the organizational processes, to raise the staff morale and they strive to promote a positive work environment;
- personal and professional involvement - they have an increased level of personal and professional commitment for life experienced in another culture.

The characteristics of the effective intercultural person outline the profile that needs to be formed through intercultural education. These characteristics should be considered like a set of descriptors that guide the goals and objectives, which direct the training programs.
The degree of having an intercultural competence is explained on five levels. The hierarchy of these levels represents an adaptation of the theory "Four Stages for Learning Any New Skill" developed by Noel Burch at Gordon Training International:

Table 1. Levels of manifestation of intercultural competence/incompetence

Levels	Description
The expert	Manages effectively all the situations of intercultural interaction.
The conscious competent	Manages the situations of intercultural interaction, being aware of this fact.
The unconscious competent	Manages the situations of intercultural interaction but he is not aware of this fact.
The conscious incompetent	Does not manage the intercultural interactions and he is aware of this fact.
The unconscious incompetent	Does not manage the intercultural interactions and he is not aware of this fact.

Bhawuk and Triandis (1996) classified people – on the basis of their intercultural experience and learning and on the basis of their competencies of implementing knowledge into practice - in four categories:

- The laymen – individuals who do not possess significant intercultural experience.
- The novices – people who have spent two or more years in other cultures and have developed intercultural sensitivity but have not received a formal intercultural education;
- The experts - people with theoretical knowledge of intercultural education who are able to organize their knowledge regarding cultural differences;
- The advanced experts – they have rich theoretical knowledge and practical experience and combine them effectively.

Exercise 1. Write an unstructured one page essay on the theme: ”The cultural profile of an interculturally competent person”.

In conclusion, the acquisition of intercultural competence is an evolutionary process, which takes place in stages, the transit from one stage to another being marked by significant changes in the knowledge, capacities, values and attitudes regarding an individual’s own culture and other cultures.

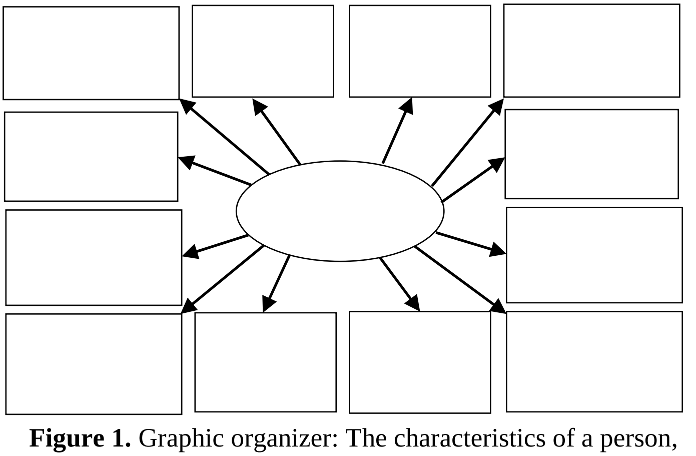


Figure 1. Graphic organizer: The characteristics of a person, who is effective in the intercultural field.

Activity 1. Stories with intercultural themes

Target group: high school pupils and university students.

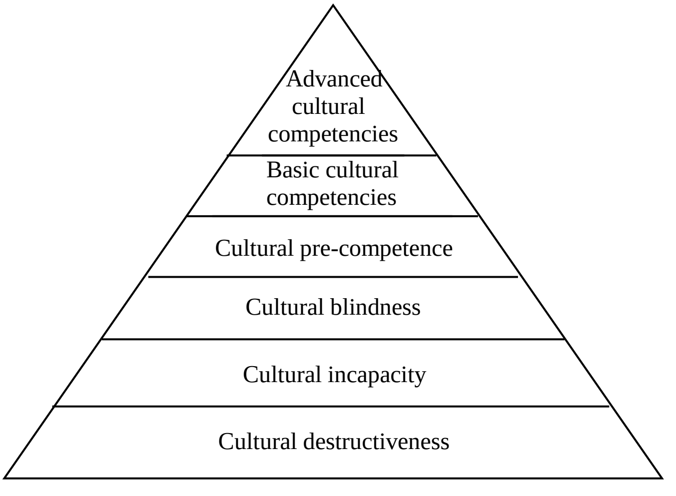
Focus: The description of the levels of manifestation of intercultural (in)competence by means of using keywords.

Objectives:

- to identify the keywords that can describe the characteristics of a person situated at each level of (in)competence in the intercultural model of Cross (1989);
- to write a story about the experiences of a person who developed his/her intercultural competencies from the first level to the sixth level (see the pyramidal model below).

Working time: 50 minute

Resources: ahandout with a graphic organizer (a pyramidal model) drawn on it:



Steps of the activity:

- The trainer explains to the participants how to fill out the graphic organizer, line by line:

Level 1 - a keyword that describes the characteristics of a person situated on the level of "cultural destructiveness"
Level 2 - two words that describe the characteristics of a person situated on the level of "cultural incapacity"
Level 3 - three words that describe the characteristics of a person situated on the level of "cultural blindness"
Level 4 - four words that describe the characteristics of a person situated on the level of "cultural pre-competence"
Level 5 - five words that describe the characteristics of a person situated on the level of "basic cultural competencies"
Level 6 - six words that describe the characteristics of a person situated on the level of "advanced cultural competencies"

- using the ideas formulated on each line.
- Participants form groups of five. Each participant reads his/her story to the group.

Reflection/Evaluation:

- write down the ideas that show the cultural or the group affiliation of the main character of the story. Each group discusses these ideas.
- Each group compares the stories and formulates conclusions regarding the evolution of a person in the intercultural domain.

Activity 2. The person who is effective in the intercultural field

Target group: high school pupils and university students.

Focus: students' perspective on the characteristics of a person who is successful in the intercultural field, expressed with the help of some videos with an intercultural message.

Objectives:

- to identify the features that a person who is effective in the intercultural field should possess;
- to identify those videos which can describe the characteristics of a person whose actions are effective in the intercultural field;

Working time: 180 minutes

Resources: laptop and video projector; 3-5 short videos (max. 3 minutes each), which have intercultural messages and present the actions involving at least one person; computer network with Internet connection; video camera.

Steps of the activity:

- Each participant watches the videos, chooses those characters from the videos who, in their opinion, possess intercultural competencies, and makes a list of the identified competencies.
- Participants form groups of four, confront their list of competencies, and make a common list.
- Each group chooses a video in which the main character is not interculturally competent and rewrites the story so that the character possesses the competencies identified by the group.
- Each group makes a video with the written story, in which the group members are the characters.
- Each group presents the video to the class.

Reflection/Evaluation:

- Each group chooses the video which, in their opinion, highlights best the features of an interculturally competent person.

Anticipating difficulties:

- The trainer has to be prepared to help the students identify the characteristics of a person who is effective in the intercultural field and help them with the technical part.

Suggestions for follow up:

- The trainer could ask the participants to identify a person in their group of friends, who is interculturally competent and characterize him/her.

Activity 3. Letter to an intercultural teacher

Target group: high school pupils and university students.

Focus: students' perspective about the features of a successful teacher in a multicultural school.

Objectives:

- to select keywords that express the students' perspective on the features of a teacher whose actions are effective in a multicultural school;
- to express opinions regarding the person who is effective in the intercultural domain, using a drawing.

Working time: 50 minutes.

Resources: a computer network with Internet connection.

Steps of the activity:

- Each participant imagines that he/she studies abroad for one year, in a country with a very different culture and searches the Internet about the culture of the given country.
- Each participant lists keywords that describe the features of a teacher whose actions are effective in an intercultural class;
- Each participant writes keywords that describe her/his cultural background and intercultural experiences.
- Each participant writes a letter to the teacher, presenting their culture and their expectations regarding the teacher's behavior, communication and attitudes.
- Participants form groups of four and read the letters to each other.

Reflection/Evaluation:

- Each participant presents in the group the criteria used in deciding which words describe the best the features of a successful teacher in the intercultural field.
- In each group participants discuss the differences and similarities between their letters.

Anticipating difficulties:

- The trainer has to be prepared to help the students decide what characterizes a teacher who has success in an intercultural school.

Suggestions for follow up:

- The trainer could ask participants to give examples of teacher's characteristics, which could obstruct the teacher-student communication and could alternate the school's educational climate.

6.
Intercultural education



Szabó Gita
Hungary

Finalist, 2007

6.1. Intercultural education. Conceptual clarification.

As European studies show, nowadays it is hard to conceive a culture as a hermetic entity. Contemporary society is characterized by a plurality of cultures and by a system of inter-relationships through which they influence each other. In these terms, in Lorcerie's (2002) opinion, the background of the concept of ”intercultural education” is formed by: ”the dialogue of the cultures”, ”understanding between cultures”, ”the value and the originality of each culture” and ”understanding between the communities”.
Moldoveanu & Dumitru (2005) define intercultural education as ”a necessary openness to the other, especially in this new context of globalization, which is specific to the new European context...”

In order to clarify the complex content of ”intercultural education” concept we present a set of definitions identified in the specialized literature:

1) “... Intercultural education aims to form people who are capable of appreciating different cultures which live together in a multicultural society, who accept to evolve in interaction with these cultures so that this variety becomes a positive element, enriching the cultural, social and economic life of the environment” (*Comité sur l'école québécoise et les communautés culturelles*, 1985).

2) ”Intercultural education refers to the systematic efforts that aim to develop the following aspects to the members of the majority and minority groups:
a) deeper knowledge of the culture's situation in the modern society;
b) better communication skills between the people who belong to different cultures;
c) attitudes which are better adapted to the context of cultural and group diversity in a given society, especially due to a better understanding of the psycho-social mechanisms and of the socio-political factors which are able to generate heterophobia and racism;
d) better capacity of participating in the social interaction, which creates identities and human communion” (Ouellet, 1991, pp.29-30).

3) Intercultural education is first of all the education focused on values and its purposes are designed to promote tolerance and solidarity and actions, which are limited especially in order to favor the integration in a multicultural and multilinguistic society (Kerzil & Vinsonneau, 2004, pp.109).

Intercultural education assumes four *fundamental aspects*:

- the *personal* aspect (the psycho-behavioral profile): the overcoming of the personal prejudices and stereotypes;
- the *cognitive* aspect: the knowledge of the historical, geographical, anthropological and sociological premises regarding the generation and the consequences of the intercultural phenomena;
- the *methodological* aspect: the development and practice of the methods and procedures for preservation and development of the differences and for the customization of values;
- the *relational* aspect: the knowledge of the real information about the pupils who the teachers work with. *(*Clanet, 1990, pp.13*)*

According to the National Council for Curriculum and assessment in Ireland (NCCA, pp. 16), intercultural education has the following characteristics:

- it addresses to every student;
- it contains knowledge and comprehension of phenomena, it forms capacities and abilities, attitudes and values;
- it is integrated in all the subjects of study and in the school life;
- it is anchored in the reality that we live in;
- the language is a central element for the development of the intercultural capacities and abilities;
- it requires time;
- the school must be a model of good practice in the field of intercultural education; (NCCA)

The purposes of intercultural education, as they are formulated by the organization mentioned above, are the following:

- understanding at an intercultural and international level;
- recognition and respect of the cultural differences;
- rejection of racism and xenophobia;
- equal human rights and equal civic rights;
- equal opportunities at the educational level;
- equal access to knowledge and training (NCCA).

Gobell and his collaborators (2007) completed the NCCA list with the following purposes:

- awareness of cultural differences;
- awareness of own culture;
- interest for other cultures;
- acceptance of cultural differences;
- interest for the general themes of intercultural education.

The goals of Intercultural Education were structured by Rus (2003), on four levels:

1. to acquire knowledge regarding culture in general and regarding the impact of culture on the behaviors of individuals and groups (regarding own culture and regarding other cultures);
2. to develop skills regarding life in multicultural/intercultural society (awareness of personal cultural determinations, of stereotypes and prejudices, identification of these skills to the others, the capacity of making different points of view more acceptable);
3. to develop attitudes such as: respect of cultural diversity, respect of own cultural identity, respect of other cultures, the refuse of discrimination and intolerance;
4. to stimulate participation and action in order to promote the principles of intercultural society and in order to fight against discrimination and intolerance.

The IAIE - an international network of educational professionals involved in the development and in the implementation of Intercultural Education - considers that Intercultural Education is carried out by:

- clear educational policies for schools, based on the principles of human rights in educational institutions;
- provision of opportunities for communication and co-operation amongst heterogeneous groups;

- recognition of the value of knowledge and skills, and of contributions of all students to the learning process;
- criteria for elaborating an accessible core curriculum;
- criteria for achieving and assessing interactions within the classroom;
- promotion of multilingualism (Batelaan & Coomans, 1999, pp. 39).

Intercultural education brings benefits to all pupils, irrespective of their culture or of their membership group. By teaching the pupils to correctly appreciate their own culture or ethnicity, their heritage of this kind, for instance, we develop their self-esteem and their personal identity. But by teaching them how to correctly appreciate other cultures or ethnic groups, we also help them to develop naturally in the society we live in. As a consequence, from NCCA's point of view, the benefits of intercultural education are the following:

- encouraging curiosity regarding cultural and social differences;
- developing imagination by normalizing the differences;
- developing critical thinking by encouraging people to investigate their own intercultural practices and, thus, changing their perspectives about their own culture and their own practices;
- developing sensibility towards intercultural issues;
- preventing racism.

Ciolan (2000, pp. 28) completes the list presented above showing that an intercultural approach of the educational process (we quote):

- makes the learning process more interesting and more relevant for the daily life of children;
- offers the pupils the possibility of sharing information about their own identity;
- offers the pupils a mirror where they can look and a window through which they can look at the others;
- provides lenses for the pupils, through which they can see history and society;
- encourages respect and cooperation, supports the community and social cohesion.

Synthesizing the information presented above, performing intercultural education means to put into practice, in a systematic and conscious way, activities based on:

- the recognition of variety, respect for values, respect for reference elements, for various lifestyles and for the symbolic representations to which human beings pertain, as individuals or as groups in relation to the neighbors and to the world (Barry & Lechner, 1995, pp. 149-161);
- the recognition and the promotion of the interactions which interfere at a given moment in the multiple aspects of the same culture or in the multiple aspects of different cultures, in time and space (Rey, 1986, pp. 3);
- the generation of the changes and interactions between the variety of representations and the situations of reference;
- the promotion of dialogue between different cultures and subcultures etc.;
- the understanding and respect of all people, of their culture, civilizations, values and lifestyles, including the culture of different ethnic groups and of other nations;
- the awareness that at a global level, the interdependencies between people and nations have increased;
- the development of communication skills with others;

- the awareness of the rights but also of the obligations that we have for each other, at an individual level and at the level of social and national groups (Batelaan & Coomans, 1999, pp. 30);
- learning with the others (Leclercq, 2002).

The proper conditions for a successful achievement of intercultural education, identified by Batelaarn (Ciolan, 2000, pp. 28) are the following:

- creating a balance between the various purposes of education (regarding qualification purposes, cultural, social and personal development purposes);
- providing communication and cooperation opportunities in heterogeneous groups;
- providing equal chances for participating at the interactions which take place in the classroom:
  - creating the necessary conditions for the participation of all students in the educational process;
  - attention given to the knowledge and skills of every student (through a personalized approach);
- reflection in the school curriculum of the realities that are specific for a multicultural society (a curriculum which is not centered on ethnocentrism but on globalization);
- presentation of information from different perspectives, in order to stimulate critical thinking and awareness of the variety.

The goals of intercultural education go beyond the peaceful coexistence of cultures.
They aim at building a way of life based on understanding, respect and dialogue between cultural groups, and ultimately, reconstructing their own personality in response to the demands of multicultural society.

Exercise 1: Mention your own perspective about intercultural education in a structured essay, making references to

a) The necessity of intercultural education;
b) The objectives and the goals of intercultural education;
c) The characteristics of intercultural education;
d) The factors, which need to be involved in the promotion of intercultural education in your country.

Activity 1. The evolution of the concept of Intercultural Education.

Target group: university students.

Focus: Describing the evolution of the concept of Intercultural Education by referring to the official documents and to the literature of this field, expressed through key-ideas and presented using graphic organizers.

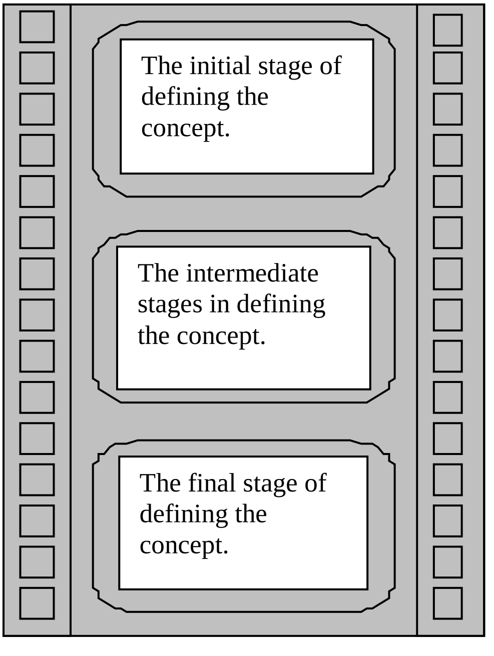
Objectives:

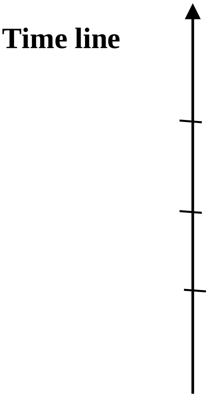
- to select the key-ideas that describe the evolution of Intercultural Education;
- to describe the evolution of Intercultural Education using an evolutionary graphic organizer.

Working time: 180 minutes.

Resources:

- computer network connected to the Internet;
- handout, containing two evolutionary graphic organizers:





- crayons, erasers;
- informative material as a support for the activity:

The concept of ”intercultural education” was introduced almost 30 years ago, referring to the rights and special needs of minorities, with the purpose of a better integration of the children of emigrants. In time, the concept has evolved so that nowadays it is centered around cultural variety, equal opportunities and interdependence (Barry & Lechner, 1995).
Leclercq (2002) demonstrates that, as is shown in the European documents, the process which built the concept of intercultural education has been generated by the following events:

- the failure of the process of assimilating the children of emigrants, promoted in the `80s.
- the statements of the Council of Ministers of Education in 1975, respectively 1977, which suggested the opportunity of an intercultural orientation of the education.
- the project ”L'éducation et le developpment culturel des migrants" (1981), which created the opportunity of a systematic investigation of the ”intercultural education” concept and of identifying its implications in the pedagogical field.
- the Conference of Ministers of Education in 1983 mentioned explicitly for the first time the necessity of an ”intercultural aspect of education”, referring to the education of the emigrants. Afterwards the concept has been extended, regarding other groups (social, ethnic and religious) and also other aspects (civic values, democracy etc.) so that in the end, it mentions the necessity of integrating intercultural education in the learning process. As the documents show, this integration does not require the elaboration of special themes but an intercultural education achieved through the means of the existent curriculum. The recommendation has not immediately been put into practice. This idea emerges also from the fact that the majority of the projects in the intercultural field aimed at studying foreign languages and history.
- the Resolution issued in 1999 by the Council of Ministers of Education mentions consequently the necessity for interdisciplinary approaches and for teamwork – as a type of mutual education, achieved with the others („coeducation”) and not the creation of a new school subject. ”Intercultural education is not a new subject, an extension of the program for ”teaching about cultures” (Dasen, Perregaux & Rey, 1999, pp. 39).

Despite all these conditions, it was observed that in the countries which have only recently admitted the rights of the minorities or in those which have recently become aware of the diversity (ethnic, cultural, linguistic, religious etc.) of their populations, a tendency of emphasizing the linguistic politics has developed which provides equal opportunities and equal access to education. In addition to this, the political factors in the countries that follow a tradition in the field of emigration have emphasized the following aspects:

a) the study of the languages in schools cannot represent more than one aspect of a broader strategy of integrating the children of the minorities in the school systems.
b) in a multicultural society, it is extremely important to learn how to live with the others in order to fight more effectively against racism and discrimination. As far as children are concerned, an objective of intercultural education is ” integration of every child in the pluralist society in which they live, offering them new perspectives about history, geography, language, culture, philosophy, humanity, and society”. Thus, the concern of taking into consideration the differences has been highlighted, with the purpose of fighting against discrimination.

We deduce from the ideas presented above that initially the necessity of intercultural education has been highlighted by the issue of efficiently integrating the emigrants, especially their children. Regarding this aspect, Dasen, Perregaux & Rey (1999) emphasize the idea that intercultural education is not a compensatory education for the foreigners which aims to ”adjust the problems of the emigrant children”, helping them to acquire the culture of the country they emigrated to and have success in school. The authors quoted show that, ”from an intercultural perspective, the emigrant pupils are not those who have problems. Rather the school has difficulties in adapting to the cultural variety... In relation to compensatory education, intercultural psychology has a very clear position: the refuse of the deficiency model in favor of the difference model. Undoubtedly, this means that the cultural differences regarding the pupils' performance (school performance and the scores on different psychological tests) are not automatically assigned to the ”disadvantaged” cultural environment, being considered a reflection of accommodating to different contexts.”

Steps of the activity:

- Participants form groups of four. Each group gets two sheets of A4 paper with two graphic organizers drawn on them.
- Each group studies the available material and identifies key-ideas which can highlight the stages in the evolution of the concept of intercultural education, recorded at an international level. They search the Internet for more information about the evolution of the concept of intercultural education.
- Each group chooses one of the two graphic organizers which are available in order to present the evolution of the perspective on intercultural education.

Reflection/Evaluation:

- Each group of participants presents their products and the criteria used for deciding which key-ideas should be remembered.
- Whole class discussion about the differences and similarities between the products.

Anticipating difficulties:

- The trainer has to be prepared to help the participants decide which one of the two graphic representations fits better with their presentation.

Suggestions for follow up:

- The trainer could ask the participants to create a similar product to present the evolution of the concept in their own country.

Activity 2. Comparative study on the practices concerning the integration of intercultural education in the learning process.

Target group: university students.

Focus: The analysis of the two practices regarding the integration of intercultural education in the learning process (as a separate discipline or integrated in other disciplines), mentioning the advantages and disadvantages of each mode.

Objectives/Competencies:

- to explain the advantages and disadvantages of the two practices of integrating intercultural education in the educational process;
- to select the most suitable way of integrating intercultural education in everyday classroom activities.

Working time: 40 minutes.

Resources:

- pencils, paper, erasers;
- the following table, to systematize information:

Paradigms		**Consequences**
intercultural education studied as an individual subject	The intercultural approach of the educational process	The optimal approach is:
Advantages	Advantages	
Limits	Limits	
Conclusions	Conclusions	

Steps of the activity:

- Participants form groups of three; each group gets a handout with the table, which helps to organize information.
- Each group completes the table and presents it to the colleagues from the other groups; during these presentations each group records the advantages and the limits that are common and that are not common with those identified by them.
- Whole class discussion about the advantages and the limits of the two paradigms.

Reflection/Evaluation:

- Reflection on those school disciplines into which it is easier to integrate intercultural education.

Anticipating difficulties:

- The trainer has to be prepared to help the participants identify the appropriate approach for achieving the intercultural education.

Suggestions for follow up:

- The trainer could ask the participants to identify other materials which support the optimal approach by consulting the written literature and the Internet.

Activity 3. Misconceptions about the intercultural education

Target group: university students.

Focus: what is not Intercultural Education.

Objectives:

- to differentiate between practices through which Intercultural Education is achieved and those which do not belong to Intercultural Education.

Working time: 30 minutes.

Resources:

- paper, erasers, pencils and markers;
- material regarding the aspects that do not belong to intercultural education:

> **The intercultural education is NOT:**
> Intercultural education:
> - doesn't consider heterogeneity a handicap, but a normality;
> - doesn't consider intercultural diversity an obstacle for the development, but a wealth;
> - is not a means of compensating inequalities but a way of ”learning about equality”;
> - doesn't address minorities or a majority/minority group, but addresses everybody;
> - is not a window opened only for other cultures but also for the own culture;
> - doesn't support discrimination but supports differentiation;
> - doesn't recognize ethnocentrism but recognizes cultural diversity etc.
>
> The team of INTER Project (2002) mentions what intercultural education doesn't mean:
> - occasional celebrations like "Interculturality Week", "Gastronomy Day", "International day for Tolerance etc.
> - studying and assuming the knowledge about other groups/”others", with the purpose of ”knowing them better!".
> - prescriptions for solving the conflicts or addressing the labeled groups in certain ways.
> - educational programs addressed to some specific groups, such as compensatory classes and others alike.
> - simply mixing up the students with various backgrounds without promoting positive relationships between them or having deeper purposes.
> - eliminating conflicts! Conflicts are part of the daily life. The solution is the suitable management of the conflict, the positive and the active learning of the ways of combating discrimination and prejudices.
> - foreign language classes.

Steps of the activity:

- Participants form groups of four. Each group studies the material which mentions the experts' opinions regarding the aspects that are not the point of interest for Intercultural Education.
- Each group identifies the practices which belong to intercultural education and fills in the following table:

What Intercultural Education is	What Intercultural Education is not

Reflection/Evaluation:

- Whole class discussion about what is Intercultural Education and what it is not.

Suggestions for follow up:

- The trainer could ask the participants to search the Internet for projects in the field of Intercultural Education and analyze the proposed activities, taking into account the conclusions of this activity.

6.2. Methodology of intercultural education activities

Model of intercultural education activities

Intercultural competencies cannot be passively acquired; intercultural competencies involve commitment and creation (Ciascai, 2006, pp. 76; Rey, Carette, Defrance, Khan, 2003, pp. 14):

1. Confronting with a (problematic) situation;
2. Finding out the necessary resources;
3. Experiences:
    - Concrete actions;
    - Interactions;
    - Reflection;
    - (Co)evaluation;
    - Integration.
4. Reflection;
5. Evaluation and knowledge transfer.

Intercultural education activities necessarily involve interaction and reflection and may have different structures. One of the first models of intercultural education activities is based on the experiential learning cycle of Kolb (1984 in Landis, D., Bennett, J., M. & Bennett, M., J., 2003, pp. 42-43).

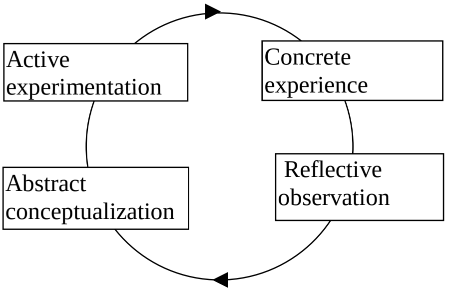


Figure 1. The cycle of a learning activity, which relates to knowledge, actions and reflection

In this model, action and reflection can be found in different stages and have a different importance depending on the complexity of the activity. Reflection is usually done at the middle of the actions and thus does not concern all the approaches.
The Kolb model is different from the "reflection in action" model used by Nagata (Ref. 2, pp. 48) in her intercultural education activities.

The approach of the “reflection in action” model is an iterative one, it is one of processing the experiences.

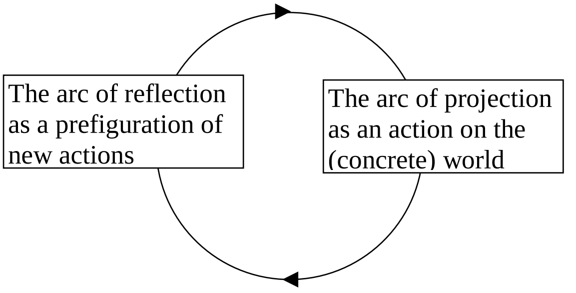


Figure 2. Gadamer's hermeneutic circle applied to human relations. Adapted from Nakkula and Ravitch (1998) by Nagata (2003, pp. 33).

According to this model, in the "arc of projection" the individual is projecting himself in the context of a situation, acting on the world without distortions, prejudices and assumptions. The "arc of reflection" represents the opportunity to analyze the results and the personal prejudices and to get prepared for future actions. This model, believes Nagata (2003, pp. 33), represents the cycle of intercultural learning. The Kolb model is useful in the situations of learning that involve action, while the second model is useful in the situation of learning that involves written statements in which the ideas and statements are the object of reflection for every individual.

Both models can represent the basis of the methodology used in the classroom with students of different cultures.

Exercise 1. Compare the Kolb model with the model of Rakotomena and express your personal opinion regarding the most effective model for teaching intercultural education. Highlight the advantages and the limits of each model. Write a 300 word essay.

Methods of intercultural education

In Figure 3 we present the methods of intercultural education, respectively of the development of intercultural competence, adapted after Black and Mendenhall (1989 as cited in Rakotomena, 2005, pp. 668-691).

Exercise 2. Identify the methods which could be used at the level of primary school and re-draw Figure 3.

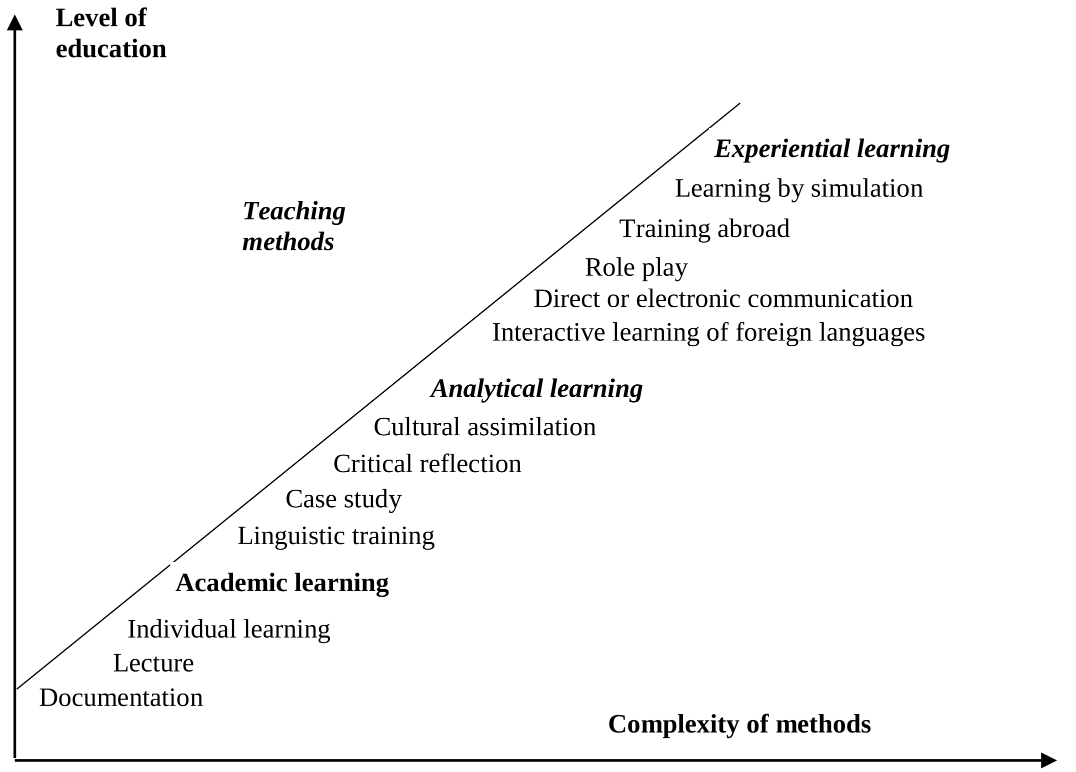


Figure 3. The training methods of intercultural education
(Black and Mendenhall, 1989, apud Rakotomena, 2005, pp. 684)

Assessment of intercultural competence

Actually, the assessment of intercultural competence involves a complex judgment made on the basis of different criteria such as the complexity of the problems that need to be solved, the type of knowledge that has to be used, the ingenuity and the creativity of the solution based on competence etc.

We present the steps for the assessment of intercultural competence, based on Bennett's model of intercultural sensitivity, in Figure 4. In Figure 5, we present the categories of the components of an intercultural competence under assessment and a range of assessment methods that can be used, both being ranked in terms of their complexity.

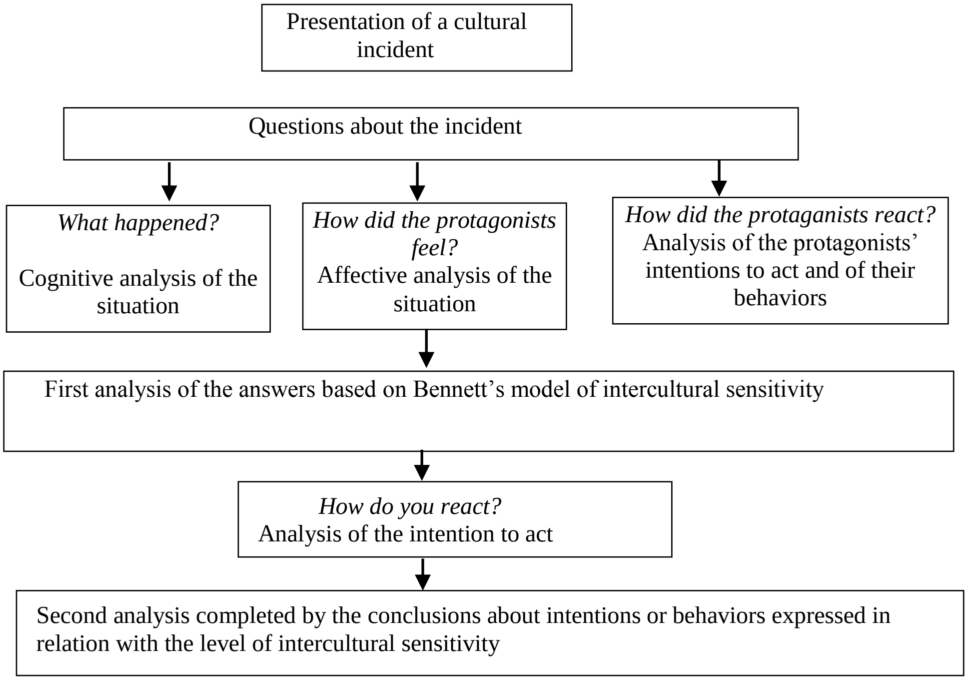


Figure 4. An approach for assessing the level of intercultural sensitivity (adapted after Gobel & all, 2007).

Exercise 3. Analyze the list presented in Figure 5 and select appropriate methods for lower secondary students. Re-draw Figure 5, using the selected methods.

For better understanding of the content of the graphic presented above, we explain the relationship between a component of intercultural competence (knowledge, skill or attitude) and the assessment method that could be used for that component:

- consciousness, intercultural understanding and valorization of cultural differences - critical reflection;
- the experience of other cultures – the journal;
- awareness of the belonging culture - self-assessment;
- understanding of the world's complexity and of cultural differences - portfolio;
- willingness to learn about another culture - essay;
- the interdependence of cultures - case study;
- the intercultural effectiveness - problem solving;
- personal/social responsibility - role play etc.

In conclusion, intercultural competence is the main asset of the teacher who aspires to become an educator in multicultural classes.

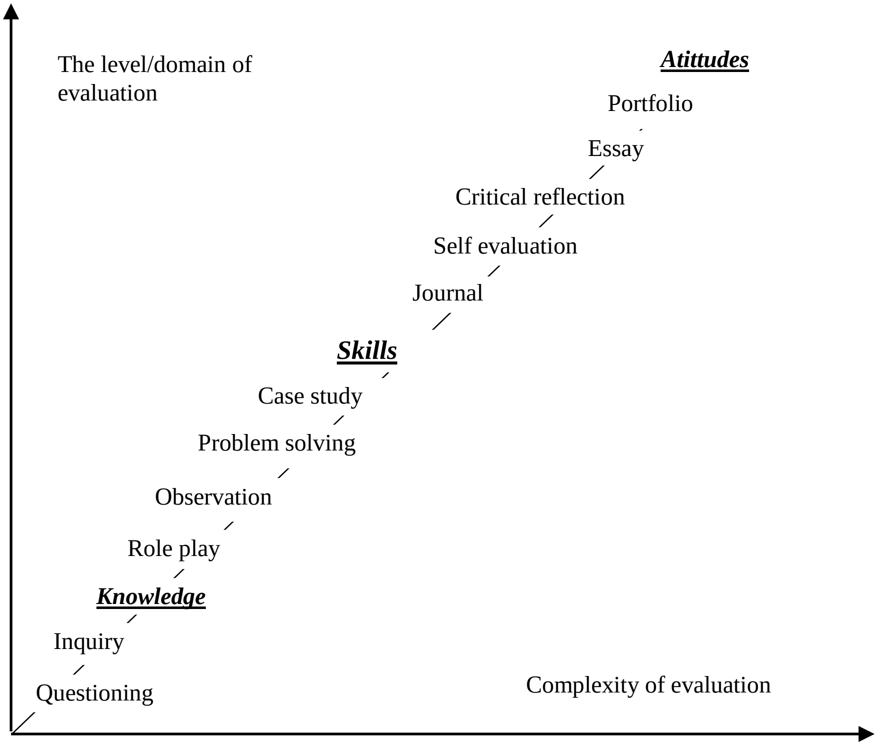


Figure 5. The relationship between the components of intercultural competence and the complexity of the assessment methods to be used.

Activity 1. Comparative analysis of the strategies, which could be used in intercultural education activities

Target group: teachers participating in a training course.

Focus: Critical analysis of the strategies, which could be used in intercultural education activities.

Objectives:

- to illustrate the advantages and disadvantages of the following strategies: individualism and competition respective democratic relations and cooperation;
- to identify the best strategies for involving students in intercultural activities.

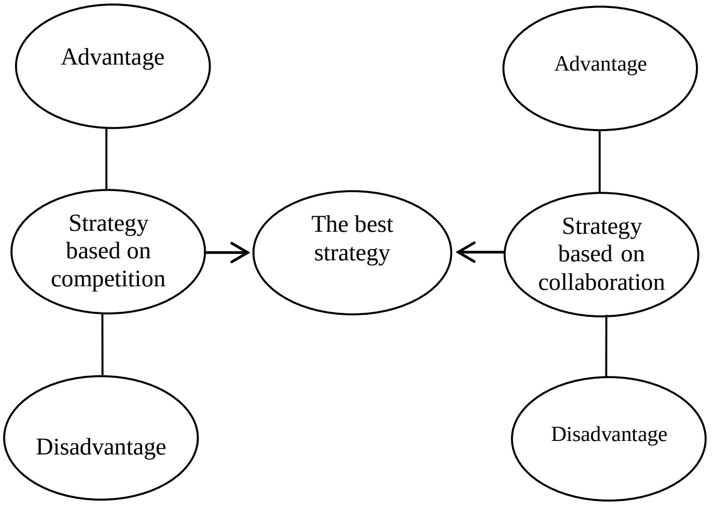
Working time: 40 minutes.

Resources:

- handout with the text:

> "In achieving intercultural education the educational practices that are based on individualism and competition are not recommended. Only the educational practices that are based on democratic relations and on the cooperation of students could stimulate their participation and could change their behavior."

- the following graphic organizer to systematize the information (in electronic format):



- laptop and projector.

Steps of the activity:

- Participants form groups of four, each group gets the handout with the text.
- Each group discusses the text and identifies the advantages and disadvantages of each strategy (individualism and competition respective democratic relations and cooperation).
- Whole class brainstorming on the advantages and disadvantages of each strategy, the teacher fill in the graphic organizer with the ideas of the groups.
- Whole class discussion about the advantages and disadvantages of each strategy, revision of the graphic organizer, and participants select the recommended strategy to be used in Intercultural Education activities.

Reflection/Evaluation:

- Each group presents an intercultural activity based on the recommended strategy.

Anticipating difficulties:

- Participants without teaching experience may encounter difficulties in identifying the advantages and the limitations of each strategy. In case the participants formed the groups as they wished, the trainer might have to regroup so that the groups should include more experienced participants, as well.

Activity 2. Developing an intercultural education activity

Target group: teachers participating in a training course.

Focus: the project of an intercultural activity.

Objectives:

- to plan an Intercultural Education activity.

Working time: 50 minutes.

Resources: computer network with Internet connection; flip-chart, markers.

Steps of the activity:

- Participants form groups of four, each group gets a flip-chart paper.
- Each group makes a plan of an intercultural activity (they can search the Internet for materials).
- Each group presents the intercultural activity.

Reflection/Evaluation:

- After each presentation, the other groups give suggestions. Each group revises the activity plan taking into consideration the suggestions from the other groups.

Anticipating difficulties:

- The trainer has to be prepared to help the participants structure the activity plan.

Suggestions for follow up:

- The trainer could ask the participants to put in practice their project of the activity, write an evaluation of the activity, and send it to their teammates.

Activity 3. Intercultural Maturity Model

Target group: teachers participating in training course.

Focus: to understand the process of maturation of intercultural development.

Objectives:

- to differentiate the levels of intercultural development;
- to apply the model to appreciate their own level of intercultural development.

Working time: 30 minutes.

Resources:

- computer network with Internet connection;
- flip-chart, markers;
- cards. Each card contains a trait of the model elaborated by King and Baxter Magolda (2005). For example:

Initial Development Level

Interpersonal

Naïve about cultural practices

- the model

Table 1. Intercultural Maturity Model (King and Baxter Magolda (2005), cited by *Spitzberg and Changnon* in Deardorff, 2009, p.20).

Initial Development Level	**Intermediate Development Level**	**Mature Development Level**
Cognitive Categorical knowledge Naïve about cultural practices Resists knowledge challenges	**Cognitive** Evolving awareness and acceptance of perspectives Shift from authority to autonomous knowledge	**Cognitive** Able to consciously shift perspectives Use of multiple cultural frames
Intrapersonal Lacks awareness of social role intersections (race, class, etc.) Lacks awareness of cultures Externally defined beliefs Differences viewed as threats	**Intrapersonal** Evolving identity distinct from external perceptions Tension between internal and external prompts Recognizes legitimacy of other cultures	**Intrapersonal** Able to create internal self-challenges Own views of social identities (class, race) Integrates self-identity
Interpersonal Identity dependent on similar others Different views are considered wrong Lacks awareness of social systems and norms Views social problems egocentrically	**Interpersonal** Willingness to interact with divergent others Explores how social systems affect group norms and relations	**Interpersonal** Able to engage in diverse interdependent relationships Ground relations in appreciation of differences Understands intersection of social systems and practices Willing to work for others' rights

Steps of the activity:

- Participants form groups of four, each group gets a flip-chart paper.
- Each group solves the puzzle by restoring the model using the cards. Then they compare their model with the model of King and Baxter Magolda and explain the differences.
- Whole class discussion about the model.
- Each participant assesses his/her level of intercultural development by referring to the model of King and Baxter Magolda and discusses his/her conclusion with the group.

Reflection/Evaluation:

- Each participant revises his/her conclusion based on the group discussion.

Suggestions for follow up:

- The trainer could ask the participants to draw a plan of personal development in intercultural field.

6.3. Theme and structure of intercultural education activities

The elements of intercultural competence have to be acquired by students through activities integrated into school curricula.

NCCA promotes a structure of an Intercultural education curriculum that integrates the following themes: Discrimination and Equality, Similarities and differences, Identity and membership, Human rights and responsibilities, Conflict and conflict resolution. Each of these issues is described at three levels: knowledge and comprehension, abilities and skills, values and attitudes.

Table 1. The components of Intercultural education curriculum (NCCA, pp. 53, post-primary level)

Discrimination and equality	
Values and attitudes	- Empathy towards discriminated individuals. - Commitment to promote equality. - Confidence of individuals in their ability to distinguish between equality and discrimination events. - Skepticism towards biases and stereotypes. - A dismissal attitude towards discrimination.
Skills/ abilities	- Ability to identify stereotypical representations, behaviors and actions that could be considered discriminatory. - Ability to recognize stereotypes and biases in texts, images, interpersonal conversations and in one's own thoughts - Ability to question sources of information. - Ability to make informed and balanced judgments. - Ability to challenge discrimination.
Knowledge and comprehen sion	- The understanding of the contributions of different generations to the development of Human Rights (in general) and to the fight for equality and against discrimination (in particular). - The understanding of the concepts of 'discrimination', 'equality', 'oppression', 'exclusion', 'power', racism, stereotyping etc. - The understanding of racism as a form of discrimination. - The understanding that biases and stereotypes are forms of discrimination. - The understanding of the role of anti-discrimination legislation at national and international level. - The knowledge and understanding of direct and indirect discrimination and of the effects of prejudice and discrimination. - The knowledge of other cultural practices regarding the fight for equality and against discrimination. - The knowledge of the legislation, politics, practices etc. in one's own country, in promoting equality and in fighting against discrimination. - Knowledge about discrimination (what it is, how to fight against it etc.) and equality (what it is, how to promote it, etc.) - Knowledge about Human rights, racism and stereotyping.

Each of the elements in the table above (knowledge, understanding etc.) could represent a learning objective, integrated into subjects like Mathematics, Physics etc.

Exercise 1. Elaborate the arguments and main objectives of a school curriculum (CDS) at lower secondary school level, using the themes proposed by NCCA: http://www.action.ncca.ie/en/intercultural-education

The structure of the lessons that aim at developing intercultural literacy is based on the considerations mentioned above. We present the structure below in the case of the methodology with photos.

Table 2. Structure of learning activity

Activity for teachers	**Activity for students** (working individually, in pairs, in small/large groups, whole class)
1st stage: Preparation of the activity	
- investigating the pupils' interest for the theme in question; - motivating the pupils and making them aware of the subject in question; - encouraging the pupils to express and support their knowledge, thoughts, stereotypes, ideas and to express their certainties and doubts; - announcing the task of learning activity or formulating it by starting from preliminary knowledge of students (for instance from their stereotypes), and/or from their questions and ideas; - providing information and resources.	- exchanging ideas, supporting and confronting their opinions; - asking questions; - reformulating ideas, questions and issues; - studying available documents etc.
2nd stage: Subject exploration	
- observation and support for students' activity; - mediating conflicts of ideas and knowledge; - organizing debates which could increase the development of explanations and ideas; - emphasizing facts, phenomena and odd aspects in order to challenge and maintain the students' interest for the issue in question; - organizing the students' answers and ideas; - asking the students to reflect over their ideas, beliefs, statements and actions; - offering support when asked; - encouraging the students to identify the potential risks and consequences of a behavior, to reflect and to take decisions; - offering feedback and evaluating the students' activity.	- associating, comparing and organizing available ideas and information; - documentation in order to gain more information; - selection and use of necessary materials; - analyzing and explaining data, facts, information and behaviors; - motivating their opinions; - expressing their ideas and addressing questions; - elaborating explanatory models etc. and applying them to the issue they study; - discussing in groups (small and large groups) the solutions and personal ideas; - getting involved in decision making and in evaluation of perspectives; - reflecting.

3rd stage: Reflection	
- asking questions; - offering support for clarifying the ideas and opinions formulated by students; - assessing students' knowledge.	- formulating conclusions and clarifying ideas (using the notes from the classroom); - reflecting and reviewing their ideas and opinions; - sharing their ideas and conclusions; - developing new products; - asking questions; - using acquired knowledge and models in order to challenge stereotypes and prejudices.
4th stage: Evaluation	
- assessing the learning process and facilitating self-assessment; - suggesting activities for preservation and regulation (improvement and enrichment) of knowledge and for knowledge transfer.	- analyzing (critical reflection) and assessing their activity; - assessing the activity of their colleagues (at the level of the process and results); - applying acquired knowledge in various contexts (of interest to them or proposed by teacher)

Exercise 2. Plan an intercultural lesson, using the model above.

Conclusion

The cultural diversity that characterizes the society increases not only the problem of defending the cultural differences but also that of promoting the cultural dialogue**.** Interculturalism involves the appreciation of one's own culture and also the respect based on authentic information and on the construction of curiosity towards other cultures, valuing cultural differences, supporting agreement and negotiation, willingness to interact in a constructive way etc.

Interculturality is a process that occurs at the intersection and interaction of cultures. To do intercultural education with students means more than teaching them about other cultures or providing them theoretical or procedural knowledge at school, within the frame of a course of "Intercultural Education". To educate interculturally also means to develop a curriculum that integrates intercultural education in the learning process, regardless of the school subject studied at a given time.

Exercise 3. Complete the argument and main objectives of school curriculum (CDS) previously carried out with examples of learning and evaluation activities.

Activity 1. Intercultural Education curriculum

Target group: teachers participating in an international training course.

Focus: analysis and improvement of the existing curricula of Intercultural Education.

Objectives:

- to analyze the existing curricula of Intercultural Education;
- to improve the existing curricula of Intercultural Education using the knowledge acquired by participating in this course.

Working time: 90 minutes.

Resources: a computer network, connected to the Internet; video projector, printer, photocopier; the school curricula of Intercultural Education of the participants' countries.

Steps of the activity:

- Participants from the same country form groups of maximum four persons. Each group receives the Intercultural Education curriculum from their country.
- Each group analyzes the existing curriculum and improves it. Groups from the same country discuss and revise their suggestions; then present the result in the class.
- Whole class discussion about the suggestions made by participants from each country.
- Participants from each country revise their Intercultural Education curriculum.

Reflection and evaluation:

- Participants from each country address the recommendations to policy-makers.

Anticipating difficulties:

- If one of the participant countries does not have a curriculum for Intercultural Education, participants from that specific country work on a curriculum of a country which has a similar school system with theirs.

Suggestions for follow up:

- The trainer could ask each participant to contribute to writing a research report on the Intercultural Education curriculum of their country.

Activity 2. Integrating Intercultural Education in different school subjects

Target group: teachers participating in a training course.

Focus: Identification of topics from different school subjects in which Intercultural Education can be integrated

Objectives:

- to identify different themes from school subjects such as Math, Science, History, Geography etc. appropriate for the fulfillment of Intercultural Education purposes;
- to project an Intercultural Education activity integrated in a school subject.

Working time: 120 minutes.

Resources: a computer network, connected to the Internet, video projector, printer, photocopier.

Steps of the activity:

- Participants teaching the same school subject form groups of maximum four persons.
- Each group makes a list of topics from their subject in which Intercultural Education could be integrated; elaborates a plan of an activity which illustrates the integration of Intercultural Education in their subject;
- Each group presents the list of topics and the activity plan.
- Whole class discussion about the suggestions made by colleagues teaching different school subjects.

Reflection and evaluation:

- Each group revises the list of topics and the activity plan based on the suggestions given by the colleagues.

Anticipating difficulties:

- The trainer has to be prepared to help the teachers who do not see how to integrate Intercultural Education in their school subject.

Suggestions for follow up:

- The trainer could ask participants to put in practice their project of the activity, write an evaluation of the activity and send it to their team-mates.
- The trainer could ask participants to suggest what policy makers should introduce in the curriculum of each school subject in order to integrate Intercultural Education in their school subject.

List of photos

The following photos were sent for the 2007 and 2008 European Photo Competition organized in the frame of the project.



Marius Slepetys
(Ukmerge, Lituania)
4th place, 2007



Agneiszka Wiglasz
(Lesko, Poland)
5th place, 2007



Miroslava Nikolaeva Valdashka
(Sofia, Bulgaria)
1st prize, 2007



Viktorija
(Alytus, Lituania)
3rd prize, 2008



Oana Dorobat
(Tulcea, Romania)
1st prize, 2008



Bruno Veiga
(Canecas, Portugal)
2nd prize, 2008



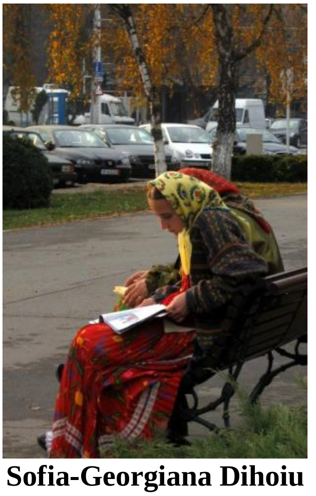
Elena Meroni
(Milano, Italy)
Finalist, 2008



Alexandra Denisa
(Timişoara, Romania)
Finalist, 2008



Ruta Makovska
(Madona, Latvia)
2nd prize, 2007



Sofia-Georgiana Dihoiu
(Braşov, Romania)
3rd prize, 2007



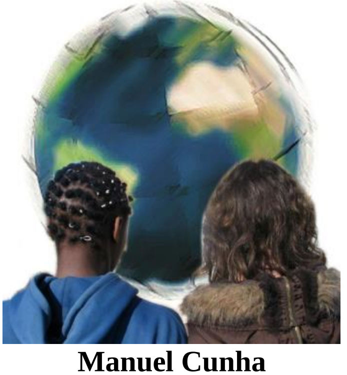
Siri Emilie Braendholt
(Copenhaga, Denmark)
4th place, 2007



Szabó Gita
(Hungary)
Finalist, 2007



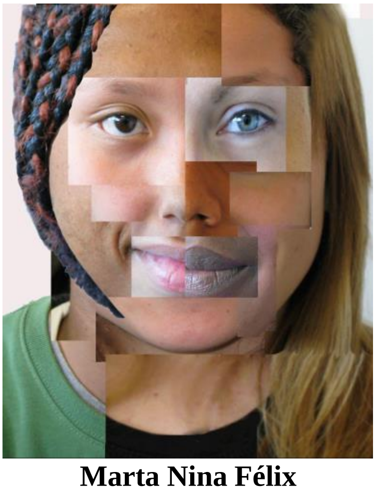
Francesco Mastromarino
(Italy)
Finalist, 2007



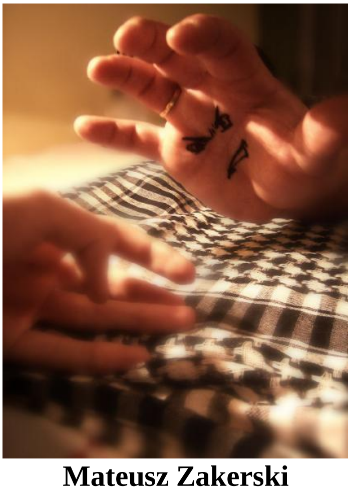
Manuel Cunha
(Canecas, Portugal)
2008



Michal Sikorski Canecas,
(Warsaw, Poland)
1st prize, 2007



Marta Nina Félix
(Valencia, Spain)
3rd prize, 2008



Mateusz Zakerski
(Warsaw, Poland)
2008



Bartlomiej Lesiak
(Szczecin, Poland)
2008



Carlos Silva
(Canecas, Portugal)
2008

The rest of the photos are made by **Iuliana Zsoldos-Marchis.**

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